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ABSTRACT

These six papers examine the issues and review some of the current practices in the developing field of profile recording of young people's attainments. An introductory paper, "A Burst of Interest," looks at some reasons why profiling has developed and examines some major issues involved. "Profiles in Training" discusses profile reporting in Youth Opportunities Programme (YOP) schemes that offer unemployed youth a range of work preparation courses and work experiences and a model profile assessment device for YOP instructors. "Profiles in Practice" considers methods being developed for profiling longer courses, mainly based in further education colleges. "A 17+ Package: A View from the School" analyzes what has been said about assessment at this level and places student profiles in the perspective of a strongly argued need for a new course and assessment package. "Profiles in Preparation" suggests procedures in preparation of a profile to ensure technical validity. "Profiles in Recruitment: The View of the Personnel Profession" provides results of a survey of the possible usefulness of profiles, compared with existing methods of gaining information about young people being recruited into employment. An appendix gives examples of profile documents currently in use. (YLB)

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Further Education Curriculum Review and Development Unit

ED224921

Profiles

a review of issues and practice in the use and development of student profiles

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September 1982

FURTHER EDUCATION CURRICULUM REVIEW AND DEVELOPMENT UNIT

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Date September 1982

Chief Education Officers
Principals of FHE Establishments
Secretaries of Regional and FE Examining Bodies
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Dear Sir/Madam

PROFILES

The attached document is a "state of the art" review of student-profiling. It comprises a selection of papers aimed at those who are interested in this developing concept. It attempts to review the issues and describe current practice. The promotion of profiles is FEU policy - certainly within the context of vocational preparation.

The FEU Board of Management has been gratified to see the developments in student profiling that have taken place since it was mentioned in A Basis for Choice*. In that document we drew on the valuable work done by the Scottish Council for Research in Education. One of the contributions in the attached document relates to that original work for there remains much to learn from that exercise. Some of the other contributions however, describe the considerable amount of development work that has been done in recent years. A distinctive final contribution surveys the perceptions of the personnel profession. This describes not only the attitudes of personnel officers to profiles but also many of the selection processes that are used.

Throughout the document, student profiles are seen as both an opportunity and a challenge. An opportunity to emphasise success, to record experience, to create criteria and to enrich the learning process; a challenge to existing modes of teaching, examining and above all to the way we grade and classify young people.

It is hoped that this document will stimulate discussion, help development and influence the many decisions that are soon to be made regarding the education and training of young people and adults.

Yours faithfully

Jack Mansell.

JACK MANSELL
Director

Designed by a student of Mid-Cheshire College of Further Education

* A Basis for Choice FEU 1979

FURTHER EDUCATION CURRICULUM REVIEW AND DEVELOPMENT UNIT

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(1) reviewing the range of existing curricula and identifying overlap, duplication and deficiencies

(2) determining priorities for action to improve the total provision and suggesting ways in which improvement can be affected

(3) carrying out specific studies, helping with curricular experiments, and contribution to the evaluation of objectives, and

(4) disseminating information about the process of curriculum development in FE

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Jack Mansell
Director

September 1982

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Foreword

In recent years there has been a sustained debate upon methods of assessment of students and forms of recording those assessments. That debate has been given an added edge and interest because of the current significance of two important factors. Firstly, the wide recognition of the need to ensure that our education system shall make better provision for those who, for whatever reason, do not secure an educational 'qualification'. And, secondly, in a changing technological, economic and social environment it is increasingly difficult to state with confidence what we are assessing for.

As the debate has developed, there has been a convergence of interest upon student profiles. There is nothing especially new about profiles as such; what is new is the extent of interest in their potential in resolving some of the problems of assessment. Some are dismissive of profiles, claiming or fearing an undermining of standards; others are suspicious of what they perceive as a departure from a reassuring categorisation of students into those who have 'passed' and those who have not. Some fear the imposition of what they see as unnecessary complexity and others fear the consequences of misuse of profiles by employers and others. In spite of reservations, suspicions and fears, work on profiles has steadily developed and concepts have been refined. In a number of areas a growing confidence is emerging in the potential and use of profiles.

The papers collected here present a 'state of the art' review. The FEU is publishing them because we feel it to be particularly important that teachers and others should think seriously about the relationships between curriculum and assessment, between performance and potential, between quality and competence. It is hoped that the publication will be of value to a wide audience, including those who have had no direct experience of profiles and those who, having had experience, are seeking a new comprehensive review of applications. The papers should inform and stimulate and provide a valuable and timely input to a singularly important field of development and change.

G. TOLLEY
Chairman
July 1982

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Acknowledgement

We gratefully acknowledge the permission granted by CGLI, RSA, TEC, and individual colleges to use the profile documents included in this publication.

1 Introduction

8

Introduction

1. This document is a collection of papers which examines the issues and reviews some of the current practices in the developing field of profile recording of young people's attainments.

2. Jack Mansell's introductory paper looks at some of the reasons why profiling has developed, and examines some of the major issues involved.

3. The papers by Jim Hills and Beryl Pratley describe some examples of current practice, and describe some of the lessons being learned. The first of these looks at profile reporting in YOP schemes, and a scheme which is available for YOP instructors, while the second looks at methods being developed for longer courses, mainly based in further education colleges.

4. Henry Macintosh's contribution analyses what has so far been said about assessement at the 17+ level and places student profiles in the perspective of a strongly argued need for a new 17+ 'package'. Brian Dockrell's article uses the experience of the SCRE's work on pupil profiling in schools to suggest some of the procedures that should be gone through in the preparation of a profile, if it is to have technical validity.

5. Lastly, there is a valuable and substantial contribution from Sue Wood of the Institute of Personnel Management, giving the results of a survey of their members' views of the possible usefulness of profiles, compared with existing methods of gaining information about young people being recruited into employment.

2 A burst of interest

Jack Mansell
Director, Further Education Curriculum
Review and Development Unit

A burst of interest

2.1 Over the last few years there has been a burst of interest in student-profiles, by which we mean collections of different assessments for individual students. Initially, much of the support for student-profiles, arose out of the inadequacy of the information presented by conventional examination grades.* More recently however this criticism has been accompanied by others, nearer to the heart of the curriculum, and these are discussed below.

2.2 The FEU in A BASIS FOR CHOICE did not invent the student-profile. But it related assessment to a curriculum; arguing that having designed a complex curriculum structure the resultant assessments, if they were to serve and not dominate the curriculum, would need to be diverse and to be formative (ie continuous) as well as summative (ie final). It concluded that a system to provide for the sometimes conflicting requirements of validity, reliability, flexibility, comparability, competence-related grading, experience recording, and formative assessment . . . a form of profile reporting which incorporates some grading will be necessary.'

2.3 We quoted in support, the work done by the Scottish Council for Research in Education on its school profile. The SCRE have continued to work in this area and they in fact contribute to this publication. This is not to say we were unaware of the work of the School's Council and Don Stansbury *et al* on pupil records of personal achievement. Indeed from these we drew confidence to state in A BASIS FOR CHOICE (Paragraph 81):

> 'some areas of assessment will do no more than record experiences to which the student has been exposed'
>
> 'the terminology of assessment to be used should reflect both the objective and subjective nature of the respective assessments'.
>
> 'Some aspects of the profile could be constructed by the student on a self-assessment basis . . .'

Certification

2.4 But somehow none of these examplars got near enough to the problem of certification. Now a major plank of FEU policy is that the student-profile will not get the status it deserves unless it either comprises the certificate itself or it is an integral and major part of the certification process. We were forced to admit in A BASIS FOR CHOICE 'The attraction of nationally accredited examinations for young people, parents and employers cannot be denied . . . public recognition will inevitably be based as much on some form of nationally approved certification as on the quality of the curriculum. . . . Such certification would in turn have to be based on a nationally approved system of assessment.' Thus, not for the first time was posed the problem of linking internal assessment to national certification but this time via a profile. We would maintain, moreover, that the benefits of profile records apply to all learners, and that the issuing of profiles only to those who could not obtain more conventional certificates, would be undesirable.

2.5 Examples of how a profile becomes an essential part of the certification process are provided by the RSA Vocational Preparation Course and the CGLI course for Instructor-Supervisors. Both schemes have been in action for over two years and the latter is strongly supported by the MSC. They are described later in this publication respectively by Beryl Pratley and Jim Hills.

2.6 Another City and Guilds scheme, No 365 Vocational Preparation (General) launched in July 1981, is largely based on the principles and aims of A BASIS FOR CHOICE. Consequently, a student-profile forms a major part of the process of certification. The CGLI is now monitoring the process of its profile on this new scheme, and more information on this is contained in Beryl Pratley's contribution to this publication. The relationship between certification and profiling is also a feature of Henry Macintosh's contribution.

2.7 As we go to press, details of the new 17+ have been announced. This qualification appears to have adopted the principles and philosophy of profile reporting in all except name. It is hoped that the managing consortium will not falter at this stage, and that they regard this publication as a contribution to their thinking.

Records of achievement

2.8 Throughout this publication there are illustrated different types of student profile, some national and others of local

*For example a criticism that examination grades gave insufficient information is to be found in the 1943 Norwood report. 'Report of the Committees of the Secondary Schools Examination Council on Curriculum and Examinations in Secondary Schools' (HMSO)

*'17+ A New Qualification' DES/WELSH OFFICE May 1982

design. There is undoubtedly some confusion as to the relationship between RECORDS OF ACHIEVEMENT and profiles. A Schools Council viewpoint* is that a record of achievement might include a profile which delineates a few personal qualities and some basic skills. An MSC publication,** in describing various ways in which trainees might record their own experiences and progress, suggests that such records can contribute towards a profile. Whether a profile subsumes a record of achievement or vice-versa, is perhaps not so much a matter of principle but of design. It is possible to have a student/trainee record in the form of comprehensive log or diary spanning activities over several months, and several types of scheme include this feature. Sensitively monitored by a tutor, trainer or supervisor – the construction and discussion of that record is for both 'teacher' and 'learner', a valuable exercise. To what extent it is used by Careers Officers or potential employers will depend not only on its content, format and bulk, but also on the pressures under which the reader is working. As a basis for interviewing, the discussion of a diary of log-book has probably no equal; as a basis for initial screening in a highly competitive labour market, it is less likely to be used. Conversely, a student/trainee record comprising a single Progress Sheet or a short report may well be amenable to a summary assessment after discussion and as such could be a valid contribution to a profile.

2.9 It seems unnecessary then, to force through a definition as to whether records of achievement/progress are more or less comprehensive than profiles; in the context of this publication, we hope to concentrate on a description of the characteristics and aims of student-profiles. From the outset we describe individual student-profiles as records of assessments, constructed in part or whole by responsible tutors and/or supervisors collectively or individually, involving a measure of student/trainee participation and, hopefully, accompanied by counselling and guidance.***

Another characteristic of the student-profiles we decribe in this publication is that they are meant for public consumption. They are not therefore confidential reports, the content of which the subject has no idea. Student-profiles are documents constructed by professional teachers or trainers, describing as accurately and succinctly as possible the knowledge, skills and experiences of an individual relative to a particular curriculum. They are meant to be read in their final (summative) form, by employers, parents, education and training personnel, and others. In the formative stage they are a common focus of concern between teacher and taught, a basis for face-to-face discussion and reflection, and an opportunity to appraise the suitability and pace of the learning programme.

Curriculum-led student profiling

2.10 For a common curricular framework, the format of the profile should be common, for unlike many personal records of achievement, profiles are meant to be comparable if they are related to a common curriculum. This is not necessarily the same as being competitive. A basic principle of student-profiles is that if they are recording a wide and diverse range of assessments of knowledge, skills and experiences they cannot then be aggregated (conflated) into a single grade. All of us are better at some things than others; the range of experiences and the tasks attempted by the student/trainee may well be unique to that person (eg the job specific skills developed through work experience). Common core skills (such as literacy and numeracy) can be the subject of conventional tests and these should be appropriately recorded on the profile. The application of these skills to real-life (or well simulated) situations however, may be much more important, although more difficult to assess. Such assessments nevertheless deserve to appear on the profile.

2.11 Thus profiles, if they are worth using, should be employing a wide and diverse range of assessments, not necessarily amenable to aggregation, averaging and the other reductionist techniques of educational measurement. Profiles which merely comprise a series of test measurements on scales which can be statistically processed (and few of these can), are not the subject of this publication. There are well known batteries of aptitude and personality tests which produce profiles based solely on test scores. Such profiles require skilled and specially trained interpreters; they are not the subject of this publication because they are not related to a curriculum. This publication is about CURRICULUM-LED student profiling and it follows from this that the quality of the profile is related both to the quality of the curriculum and of the individual assessments. A poor quality curriculum in terms of content, design or implementation is not likely to produce a useful profile, however accurate the assessments appear to be. Similarly, poor quality assessments based on well designed curricula are also unlikely to produce worthwhile profiles.

Quality and assessment

2.12 The word 'quality' related to curricula and assessment, of course begs many questions. An analysis of what comprises high quality curricula is beyond the scope of this publication and ultimately that requires an analysis of needs and how they are met. The quality of assessment however, is a recurrent theme of this publication, and at this stage a brief discussion of ASSESSMENT is probably justified. By ASSESSMENT we mean generally a recorded judgement resulting from any testing situation, from a personal subjective observation or any mix of these. The testing situation may range from well validated objective tests, scored by using an interval scale of measurement; through problem and essay-type tests, assignments etc, scored on less statistically advanced scales; to judgements based on observation, dialogue or interrogation, scored impressionistically. The nature of the curriculum may require all or some of these and the resultant profile will be a collection of the consequential assessments. The validity* and

*RECORDS OF ACHIEVEMENT. Schools Council Newsletter No 37. Autumn 1981.

**TRAINEE CENTRED REVIEWING. Research and development series No 2. MSC. November 1981.

***In VOCATIONAL PREPARATION (FEU 1981) we have deliberately sought to stress the unification of Counselling, Guidance and Assessment into a single curricular element.

*VALIDITY, in general terms, means the extent to which a test situation does what it was designed to do.

reliability* of each assessment is a matter of individual and professional appraisal, and such appraisals cannot always be separated from the nature, design and implementation of the curriculum.

2.13 The quality of the profile is thus a function of these individual appraisals, the totality of which is indeterminate. Not all profiles therefore are automatically of high quality, but because they are not to be conflated, at least all their constituent assessments are recorded, and can be identified and if necessary appraised separately. In this way it can perhaps be claimed that profiles are less able to obscure error than are conventional uni-dimensional examination grades. On the other hand the overall reliability of a profile, comprising as it must a collection of smaller assessments, is seen by many as a technical weakness. This is an under researched aspect of educational measurement but Brian Dockrell's contribution comments briefly on this issue. More fundamental perhaps, is the discussion in Henry Macintosh's contribution, which implies that we should worry less about reliability and emphasise more the professional validity that teachers add to assessment, when they are included in the process. Coupled with procedures such as suggested by Brian Dockrell we could now be on target in justifying profiles in technical terms.

Standards

2.14 Notwithstanding the technical arguments regarding the overall reliability of student-profiles, it remains axiomatic that profiles cannot improve the quality of individual assessments. Non-valid assessments are not made valid by their inclusion on a profile. This means that the introduction of profiles cannot be seen as an excuse to reduce effort in searching for and exploring new and better methods of assessment. One of the more popular sources of opposition to student-profiles is the claim that they are only concerned with the 'soft' areas of educational measurement and at least we know where we are with conventional examination results with respect to standards.** This type of opposition is based partly on the misunderstanding that profiles are themselves a method of assessment and partly on an over estimation of how 'standards' are maintained by our present examining system. It is not the aim of this publication to attack our present examination system but it is probably true to say that we have in education a structure of examinations dominated by either the normal distribution curve of conventional ability, by vocationally orientated criteria or by the requirements of higher education. Those who succeed in this system are generally acquiescent to it; those who are excluded or failed by it are resentful. The question that is rarely answered is what, in relation to much of our educational curricular, is the difference between those who succeed and those who fail? The answer, presumably, is that the difference, although sometimes describable in terms of real levels of competence, is more often than not related to arbitrary levels of comparative performance measured by sampling processes determined as much by resources as by curriculum. In spite of all the talk about criterion-referenced testing very little exists in education, because it requires former statements of curricular objectives than much of the education system has been prepared either to construct or accept. In A BASIS FOR CHOICE and VOCATIONAL PREPARATION the FEU did describe a core curriculum of basic skills in terms of reasonably firm objectives, some of which were performance-based and others were experiential, once the recommendation of a profile. It is difficult to judge in that situation whether the profile is any less concerned with standards than are conventional examinations.

2.15 In much of our examining and testing we ignore error, reinforce custom and practice and opt for simplicity. We invent examination and grading systems on the basis of statistical models related to large numbers, generalised concepts and normative pass-fail rates. Such models have little to do with the actual learning situation but they are tolerated because more often than not, a majority of those allowed to sit the examination succeed – as they are meant to do! In many cases the success rate is more or less pre-determined, giving us the consistency we seek, allowing the claim or reliability, but not alas, validity.

By designing student-profiles which cannot be conflated and easily related to statistical models we are not losing anything except the convenience of categorising people by a small number of grades. But, unless the grading criteria contained in profiles relates closely to a specific curriculum, we are not gaining anything either. It is left to the reader to judge after reading the following contributions, whether or not the profiles described do reflect their curricula and the standards described in those curricula.

Pass/Fail

2.16 Since there are reservations to express with respect to profiles, then questioning their ability to relate to standards is not perhaps the best place from which to start. There does remain the issue of the learner who achieves an inadequate standard. In A BASIS FOR CHOICE it was recommended that because of the desirability of an element of local curriculum design, much would have to be based on internal assessments, and to achieve national acceptability some form of external moderation would be necessary. It also stated that for the certification to be acceptable, levels of competence in performance-related objectives would have to be measured. 'The corollary of this is the possibility that some students may not attain these levels of competence before the end of the course'. These issues of internal assessment, external moderation and pass/fail are not new. In further education, the National Certificate scheme made teachers primarily responsible for these functions from its inception in 1927. In the CSE scheme, the Mode III option requiring the same range of responsibilities for teachers in schools, has existed since 1965 and similar options have existed in other schemes. The National Certificate approach to the pass/fail issue was based on the concept of a minimum score related to a minimum standard agreed by the college internal examiner and the external assessor. The CSE approach was to obscure the issue partially by relating the award of

* RELIABILITY, in general terms, means the consistency and stability of the assessment.

**Humorously illustrated in one of Maurice Holts HEADMASTER'S DIARY articles TES 4 September 1981. Less humorous articles are easier to find.

subject certificates to certain grades* – the upper levels of which were related to the GCE O-level and the lower levels to the normal ability curve. Both, indeed all, systems rely on an aggregated mark or grade, and the non-award of a certificate implies total failure. Students and pupils not achieving the appropriate aggregated score have nothing to show what they have achieved and, as paragraph 2.13 indicates, there is a consequential degree of uncertainty as to the actual difference in achievement between someone who passes and someone who fails.

2.17 This is not to say that we should eschew the grading of competency. We must have some way of distinguishing between the competent and the incompetent. Profiles allow this distinction to be made at a very specific level without a blanket rejection of the student. It is thus possible, for example, to have a poor performance in some aspects of mathematics, to be better at reading, to be good in dealing with other people and to be outstanding in some manipulative skills – all without being rejected as a total failure. Any teachers who hope to use profiles merely as a means of avoiding at any level of specificity, the connotation of incompetence, are not being realistic, and in the long term do not help their students. To indicate failure and remain supportive is a difficult but vital task for any teacher and the whole concept of formative assessment by profiling and its necessary link with counselling, as explained in paragraph 2.9 above, is to assist the teacher in the carrying out of this task.

Confidence

2.18 As a nation we have in general a literate and adaptable population; yet almost 40% of our young adult population appear 'unqualified' and remain so throughout adult life. The designation of NIL-ACHIEVEMENT obviously contrasts with what they can actually do but reflects the way in which our school examination system apparently relates more to academics than to real-life. In most cases the school curriculum IS relevant to life, its fault is to allow itself to be dominated by a spuriously accurate examination grading system. A BASIS FOR CHOICE, with its recommendation for a student-profile as explained in paragraph 2.2, challenges this domination, and at the time of writing there is increasing pressure to re-appraise the introduction of the 16+ unified GCSE examination system. Indeed many of the arguments we present in this document are not unique to further education and training, although we concentrate on this area. It is probably worth remembering however that one of the many early publications** on the new 16+ examination actually discussed (albeit briefly) and rejected the profile; the essence of that discussion is quoted below:

> 'The introduction of a common system of examining offers an opportunity of considering whether a candidate's performance in each subject should continue to be reported on a single grading scale or whether this should be replaced by some form of profile ... whilst the possibility of using a profile to provide the candidate and user with more detailed information about the candidate's performance is bound to be attractive, the technical problems of using profiles are formidable and too complex for any account of them to be given here.
>
> While future consideration of a profile method of reporting results is not ruled out, its simultaneous introduction along with the common system of examining could be damaging to the establishment of confidence in the system, and is therefore not recommended.'

2.19 Ten years later, one has the luxury of wondering whether the adoption of the profile as an integral part of the 16+ system, with a wider range of ability* would not have advanced rather than delayed the acceptance of the new 16+ unified system. The separation of grading and reporting from the curriculum is of course the antithesis of much of what appears in this document. Beryl Pratley's contribution will describe the basis of our assumption, that if the teachers have confidence in the curriculum on offer they will, given support, be willing to have a go at the complexities of profiling provided it reflects the curriculum philisophy.

Reservations

2.20 There do remain reservations about profiling. Some of these disappear if it is realised that profiling is not offered as a universal solution to the many problems embedded in our examining systems; others will disappear if it is understood that the acceptability of a profile must be related to the nature of the curriculum under consideration.

Some remaining reservations are concerned with complexity and status. These overlap to some extent; but generally we are concerned with the complexity of the task confronting teachers and others who complete profiles, together with the interpretation of and the importance attached to, profiles by employers and other 'consumers'.

2.21 There is no doubt that the completion of student-profiles in the way that we describe in paragraph 2.9 above and elsewhere, is a demanding task. Profiles should be formative and thus invariably associated with a variety of course work assignments as well as terminal tests – all demanding different assessment techniques. Profiles require face to face tutorial sessions to be organised by teachers on a regular basis with individual and small groups of students. If profiles are to be part of a national certification system, then they will be subject to external guidelines and moderation. Two years of piloting A

*'We would emphasise that all that is at issue is a limited move away from the pass/fail concept. ... the dividing line between grade 5 and the ungraded category of performance must, for all practical purposes, operate as a pass/fail barrier.' Examinations Bulletin No 1 Secondary School Examinations Council, HMSO 1963.

**'A COMMON SYSTEM OF EXAMINATION AT 16+' Schools Council Examinations Bulletin 23 (1972).

*'The rejection of a wider ability range was mainly on the grounds that 'would require the exploration of a considerable new area of assessment in which experience is at present very limited and in which some largely novel methods of assessment may well need to be devised.' Schools Council Examinations Bulletin 23 1972.

BASIS FOR CHOICE* have confirmed these difficulties and whilst the complexities of format and vocabulary are proving amenable to simplification, other difficulties will not be resolved without some reallocation of the teachers' time. This invariably calls for a re-appraisal of priorities, strategies and timetabling. We cannot have student/trainee self-assessment, tutor assessment and counselling, the re-setting of individual targets and mutual evaluation of experiential learning, without time being allocated for these things to happen. Unlike conventional examination marking, many of the processes described above require the presence of the student or trainee and/or sometimes the presence of other members of the staff team. Now whilst many (not all) teachers see assessment as a key part of their overall job, fewer identify it as an integral part of the learning process worthy of competing for time hitherto allocated to 'instruction'. Assessment, like preparation, is a duty more often than not carried out after-hours and frequently outside the school or college. Profiling does not really allow this differentiation between assessment and teaching. In effect, assuming the curriculum demands it, profiling reminds us that we probably spend too much teaching-time on information processing (a job that after all can be increasingly done by the sensitive application of educational technology), and too little time reflecting** with our students on the learning experiences to which they have recently been exposed. Profiling forces assessment into the learning process and this requires the confidence of teachers and their managers to reallocate classroom time to tutorial time, provided always that the aims of the curriculum are being served.

Consumers

2.22 This introduction opened with a reminder that much of the initial support for profiles arose out of the inadequacy of the information presented by conventional examination results. These are invariably given as a series of cryptic symbols such as Grades 1–5 or FAIL, PASS, CREDIT and DISTINCTION, alongside equally cryptic descriptions of subject coverage. These symbols are then used by the consumers (employers, further and higher education) with great weight and rigidity, whether or not they are fully understood. Student-profiles are capable of giving more information about the skills, knowledge and experiences obtained by the student. Mention has already been made of the non validity of attempting to conflate a profile into a single aggregated grade. This, together with the rather obvious fact that if more information is needed than a larger piece of paper is required, makes the interpretation of the profile a more complex procedure. There is no real evidence that two or three pages of A4 is proving unmanageable by the consumers; rather the opposite. A CBI reaction*** to A BASIS FOR CHOICE was supportive of the profile provided that it was presented in terms 'which are meaningful to employers as a whole as well as to college staff and the students themselves.' There is now in hand a significant amount of activity attempting to ensure that profile data is meaningful to employers. Some of it is described in this publication, and a major contribution in this area is from the survey carried out by Sue Wood of the Institute of Personnel Management. This survey included the sending of a completed profile to almost 2,000 IPM members. Of those who responded, over 90% considered the profile a useful aid to selection and over 80% considered that the profile would have either the same or more importance than examination results. From this, whatever the caveats, it looks as though student-profiles can be made meaningful to employers.

2.23 It also appears from the above that many employers are willing to give high status to profiles relative to examination results. This is obviously encouraging and will reassure the many teachers who are now involving themselves in this work. Equally important will be the status given to profiles by the education system itself. But whether intended for employment or education, the point made in paragraph 2.10 cannot be over emphasised: the quality of the profile is related to the quality of the curriculum. Profiles are not merely devices allowing the recording of assessments hitherto largely ignored; they should also be regarded as permissive, if not supportive, of new curricular ideas. Thus whilst it is gratifying to have on record Ministerial support* for a more rapid development of profiling in schools, it would be regrettable if the potential of profiling to liberate the curriculum was neglected.

Experiential learning

2.24 There is for example, a groundswell of support for experiential learning (ie learning acquired from work, life and other experiences) to be recognised as accreditable. The necessity for young people to participate in certain learning experiences was written into the common-core of A BASIS FOR CHOICE and, as paragraph 2.2 above indicates, it was one of the factors leading to the profile recommendation. Over and above this are the major initiatives taken by the MSC on its experience-based YOP schemes since 1978. Whilst many of these schemes have been criticised, there is now** a strong probability that not only is their quality to be improved but also that they are to form part of an ambitious training programme for young people and adults. Key elements of this programme include for young people a one year 'foundation' course of vocational preparation having occupationally relevant education and training, basic skills and some form of profile recording. For adults, better access to skill training will rely on some form of 'portfolio' assessment, recording acquired skills, knowledge and experience. The potential of the profile to provide an adequate base for the recording of these experiences and skills is recognised and Jim Hills describes later in this publication a joint MSC/CGLI YOP log book profile project which commenced in September 1981. Other projects concerned with the recording and accreditation of experience-based learning obviously exist*** and an enthusiastic argument for its large-scale

*SEE 'ABC IN ACTION' (Section eight) FEU 1981

**See 'Experience, Reflection, Learning' FEU 1978

***Education and Training Bulletin, CBI August 1980

*In January 1981 the Government asked the Schools Council to accelerate its work of profiles.

**A New Training Initiative – An Agenda for Action. MSC December 1981. A New Training Initiative – A Programme for Action. Government White Paper Cmnd 8455. December 1981.

***For example see North West Region Open College Accreditation scheme described in FEU Project Information Bulletin RP 64.

adoption has already been written by Norman Evans.*

2.25 The role of the profile in experiential-based learning can support the trend towards an inter-agency provision of *programmes of education and/or training.* The protective custody of a school may well be appropriate for children, but as the interface with the adult and working situation is approached, it becomes increasingly questionable as to whether schools and colleges alone can provide the complete range of experiences necessary for personal development and maturation. The success of residential experience in UVP schemes and the value of properly organised work experience, are typical examples. In VOCATIONAL PREPARATION the FEU decribed the inevitability of many young people moving between college-, employment- and unemployment-based voc-prep as their employment prospects changed.

The MSC New Training Initiative envisages a modular but progressive skill training scheme into which both young people and adults can seek access at a variety of levels. Norman Evans' thesis is that educational institutions should become 'knowledge brokers', evaluating by a portfolio assessment, what the applicant already has to offer and then agreeing an educational contract for further study. In all of these, the concept of a profile, capable of being updated and re-validated by different agencies, appears not only possible but necessary.

To humanize and enrich

2.26 Ultimately however, the argument for profiles is an educational one in the broadest sense. That is to say it is about helping individuals to develop by recording in a supportive way the knowledge, skills and experience they individually possess. As Derek Rowntree** has said 'Whatever the span encompassed, a profile and especially one that includes narrative analysis, helps HUMANIZE the reporting response. Even the simplest of profiles differentiates the student from other students who share the 'same' total but 'add up differently' from him. The thrust is from the nomethetic to the idiographic† dividing the students out from one another like the opening out of a fan – not with a view to classifying them or ranking them in order of preferability but, ideally, with a view to showing that each is in a class of his own . . . thereby the recipient of the report is being put into a new and more human relationship with the assessors and the assessed.'

2.27 Adams and Burgess have come to more or less the same conclusion in their critical analysis of secondary education.*** At the heart of our proposals is a statement (profile?) which every 16 year old will have on leaving school, showing his experience, competence, interests and purposes, which he can show to parents and employers alike.' This statement, they maintain, should be an agreed joint effort between teachers and students, based on a personal folder of evidence.

*'Our proposals would require that all teachers in a school accepted a tutorial responsibility.'** The FEU view, as expounded above, is of course that such a process should not stop at 16+; indeed the new examination proposals at 16+ and 17+, suitably adapted, could provide the opportunity for a radical enrichment in the way we categorise our young people. Given this, and the developments that are described elsewhere in this publication, we have the possibility of opening up educational and training opportiunities to a wider range of our population than ever before. It will be a long time before a similar chance occurs.

*THE KNOWLEDGE REVOLUTION Norman Evans. Grant McIntyre Ltd (1981)

**ASSESSING STUDENTS – HOW SHALL WE KNOW THEM? Derek Rowntree Harper and Row (1977)

†*Idiographic* and *nomothetic* are adjectives applied to contrasting types of study and analyses. In this context *idiographic* means the study of a particular individual, whereas *nomothetic* means the study of a general group of students.

***OUTCOMES OF EDUCATION Elizabeth Adams and Tyrell Burgess. 1980

*See also 'Tutoring' FEU, 1982 for some of the tasks involved in tutoring.

3 Profiles in Training

Part 1: An Adult Instructor-Supervisor Scheme

Part 2: Youth Training Schemes

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Profiles in Training

Part 1: AN ADULT INSTRUCTOR-SUPERVISOR SCHEME

3.1 Introduction

1979/80 saw the introduction of a new joint venture by the City and Guilds of London Institute and the Manpower Services Commission. The venture resulted in the design and implementation of City and Guilds Course No 926, the Instructor/Supervisor Award. The Course is intended to give support to those men and women working with the unemployed 16–19 year olds who are taking part in measures under the Youth Opportunities Programme, which offers unemployed young people a range of work preparation courses and work experience schemes. The opportunities provided by the YOP include:—

Work Experience on Employers Premises (WEEP)
Short Training Courses (STC)
Training Workshops (TW)
Community Service (CS)

3.2 Staffing YOP

The various YOP measures, whether sponsored privately or by a Local Authority, need staff to operate them. About 12,000 Instructor-Supervisors are currently involved within the YOP, many of them untrained in the techniques of instruction or supervision, and a high proportion of them have experienced unemployment themselves. The MSC normally provide instructor training courses through their Instructor Training Colleges at Letchworth and Hillington. These establishments are unable to cope with such numbers and the diverse nature of the requirements of such personnel. The joint venture between the MSC and the City and Guilds of London Institute proposed to help alleviate the situation, In April 1978 the CGLI put forward the following proposal:—

> 'To devise a course and qualification for staff recruited under such programmes as the Youth Opportunities Programme and Unified Vocational Preparation, bearing in mind their various backgrounds and current training provision'.

3.3 Pilot scheme proposals were prepared by the CGLI in a shorter time than normal consideration would have permitted. Full consultation with the MSC had been established and maintained and it was the intention to use the pilot scheme proposals as a basis for the later development of a definitive scheme for courses and assessment.

3.4 City and Guilds Course No 926 Instructor-Supervisor Award

The course and its related asessment is intended mainly for men and women employed as Instructors/Supervisors/Responsible Officers on schemes under the Youth Opportunities Programme. The course has been devised on the assumption that the Instructor-Supervisor will pursue a course of study attached to an appropriate establishment of Further Education or other approved centre, for a minimum of 80 hours plus ten compulsory hours consisting of on-the-job supervised tuition.

Five basic areas of skill are provided for by the Course. These are:—

Instructional Skills
Communication Skills
Caring/Guidance Skills
Evaluation Skills
Job Skills

3.5 It is recommended that 60% of the time available should be allocated to Caring/Guidance and Instructional Skills and the balance of 40% to Job Skills, Evaluation Skills and Communication Skills. Within these two percentage areas, different options may be applicable according to local requirements, provided that the key objectives are fulfilled. The course is available to Instructor-Supervisors already in post.

3.6 The CGLI has endeavoured to produce a scheme aimed at taking into account the diverse backgrounds of the course participants, which can vary from newly qualified graduates or unemployed teachers, to those recently working in a variety of occupations, now unemployed, who were last involved in their own education/training several years ago. The Institute has tried to avoid making the aims of the course so general as to be almost meaningless and yet at the same time to avoid a degree of specificity that would inhibit flexibility within individual schemes. The scheme allows those offering the course an opportunity to produce a programme having the greatest relevance to the needs of the individual Instructor-Supervisor in his locality. Emphasis should be directed towards integrated and participatory methods of teaching and learning. Although it may not be feasible, simulation of the Instructor/Supervisor's own working environment or a study of this environment is strongly recommended for appropriate parts of the course. The employer or immediate supervisor of the Instructor/Supervisor is seen to have an important role in helping to clarify the needs of

the Instructor-Supervisor, and in supporting him/her during the Course.

3.7 It was envisaged, and this has since been confirmed, that any group of Instructor-Supervisors would have wide differences in their roles and organisations. This requires individual and separate interpretations of the course aims and objectives. It is expected that centres operating the course will take into account the variations referred to above when determining teaching/learning methods, namely differences in environment/organisation of job location, differences in abilities, ages and backgrounds, and differences in needs.

Because it is not always appropriate, the Institute hopes that formal class teaching will be kept to a minimum, and that participatory and practical approaches will be adopted. The young people being trained by the Instructor-Supervisors may present problems unfamiliar to course tutors; eg being unemployed and perhaps having other social problems together with insignificant qualifications, they may display characteristics that must be taken into account when considering teaching/learning methods. The caring/guidance role of the Instructor-Supervisor is included in the general aims, and this should be a vital element running through the course.

3.8 The Course has generally been well received by Instructors, Supervisors, and YOP scheme-managers, and is expected to continue with full MSC support. A formal course evaluation, conducted jointly by CGLI and MSC, was carried out from January to March of 1980. Since then the Course has been subject to controlled expansion in areas of the country showing the greatest need, and to date there are approximately 30 centres providing the Course. In the 12 month period ending April 1981 approximately 250 Courses have been operated offering the Award to approximately 2,500 YOP Instructors or Supervisors.

3.9 The nature of the course and the anticipated range of participants suggested that it would be helpful to give course participants an achievable goal and at the same time minimise the possibility of failure. A profile assessment device has been designed to meet these ends. Fig. 1 shows a typical completed profile. The profile criteria are derived directly from the objectives written for the five areas of the course. It is important to appreciate that the strategies involved in the use of the profile are as important as the profile itself. The MSC wish to see an improvement in quality of YOP schemes. Some of this improvement will no doubt be due to Instructors and Supervisors attending this course. To be assessed by a supportive profile is an integral part of the course. It is expected, through the formative use of profile assessment, that a dialogue between course member and course tutor is established about his/her learning experiences, levels of competence and established needs. The introduction of criterion-referenced assessment methods such as this profile tends to approach, helps the course member to participate in his/her own assessment and to identify his/her own strengths and weaknesses. The completed final (summative) profile provides a report for the course member and his employer about his/her skills and attainments acquired whilst on the course.

Fig. 1

PROFILE – INSTRUCTIONAL SKILLS **NAME:** Phil Woodward

Objectives The trainee instructor/supervisor should be able to:	**Profile Grade** 1	2	3	**Tutor's Observations**
1 Identify and select appropriate instruction methods and plans for instructing individuals and/or small groups.	Identification and selection is restricted in most cases – limited grasp of methods available.	Identification and selection is correct in most cases – some lack of variety.	Identification and selection is correct in all cases.	
Mark present status				
2 Make effective use of available resources for updating his own knowledge, and preparing instructing/-learning materials.	Makes only partial use of available resources, and even then in a limited way.	Makes use of easily available resources, without seeking further afield.	Makes full and effective use of all resources for planning and preparation.	Off the job training sessions showed best use of resources
Mark present status				
3 Select and use appropriate resources, including audio-visual materials, effectively in a range of instructing/-learning situations.	Uses learning aids and resources in a very limited way.	Makes use of available resources, but uses limited creativity.	Uses resources and aid to the fullest effect in the learning situation.	
Mark present status				

PROFILE – COMMUNICATION SKILLS NAME: Phil Woodward

Objectives The trainee instructor/supervisor should be able to:	Profile Grade 1	2	3	Tutor's Observations
4 Recognize problems experienced by his trainees in written and oral communications, and offer realistic help.	Recognizes some problems, but has difficulties in offering remedies.	Recognizes several, but not all problems; will succeed at most, attempts at correction.	Makes full identification of all problems, and offers realistic and helpful solutions.	
Mark present status				
5 Demonstrate different ways in which effective communication may be achieved.	Has some difficulty in appreciating different methods of effective communication.	Uses a fair range of methods, occasionally inappropriate.	Good demonstration of a wide range of communication methods.	
Mark present status				
6 Identify the purpose and importance of vocabulary, accent, style and form in communication.	Pays only some attention to the importance of these factors.	Recognizes the importance of some factors, but does not use them fully.	Stresses fully the importance of these factors, and uses variations as appropriate.	
Mark present status				
7 Identify appropriate forms of speech and writing for use in his own instructing/ supervisory situations.	Has some difficulty in choosing appropriate forms for day-to-day occasions.	Chooses appropriate form on most occasions but not all – some difficulties in style.	Uses realistic and appropriate styles on all occasions.	
Mark present status				

PROFILE – COMMUNICATION SKILLS -- (Cont'd) NAME: Phil Woodward

Objectives The trainee instructor/supervisor should be able to:	Profile Grade 1	2	3	Tutor's Observations
8 Use a wide range of verbal, non-verbal and visual methods of communication in his own instructing/ supervising situations.	Relies on a limited range of methods, with little understanding of student difficulties.	Uses a moderate range of methods, but lacks some skill in modifying them to meet student need.	Uses a full range of communication methods effectively to the students' advantage.	
Mark present status				
9 Demonstrate ways of helping his trainees to communicate effectively.	Makes only a limited effort to help trainees with communication problems.	Makes a fair effort to encourage communication.	Makes a sustained effort to encourage trainees to communicate effectively.	Communicates well with trainees – stresses the importance of different types of communication
Mark present status				

PROFILE – CARING/GUIDANCE SKILLS NAME: Phil Woodward

Objectives The trainee instructor/supervisor should be able to:	Profile Grade 1	2	3	Tutor's Observations
10 Describe fully the role of his own institution in the provision of training opportunities for young people.	Description is limited with inaccuracies, and expressing an incomplete view.	Description is generally accurate but lacks detailed information.	Gives full and accurate description, relevant to the institution in question.	
Mark present status				
11 Describe the nature and problems of employment and unemployment, relative to his trainees.	Presents a shallow amount of information without much helpful detail.	Description is rather generalized, but includes some relevant and important details.	Presents clear, accurate and helpful information, relevant to the trainees.	
Mark present status				
12 Offer initial help and guidance to his trainees in relation to career, education and personal problems.	Only offers occasional guidance, somewhat removed from trainees' problems.	Plays a limited guiding/caring role. Gives helpful facts but has some problems at a personal level.	Plays a comprehensive role as advisor. Shows a full appreciation of trainees' problems. Helpful in all respects.	Prepared to accept the role of a first line advisor
Mark present status				
13 Advise his trainees about alternative sources of help and guidance, if needed (referral system).	Refers most cases to other people right from the start, or endeavours to advise comprehensively even when not qualified to do so.	Makes some use of referral system – has some difficulty in selecting appropriate additional help.	Uses referral system well. Shows interest by further enquiry.	Uses referral system to advantage
Mark present status				
14 Encourage and assist trainees to adopt a positive attitude towards their work and their adult roles.	Not very encouraging. Gives a little assistance if the need is pressing.	Gives encouragement and assistance on occasions, but is influenced by individual trainees and their needs.	Gives full encouragement and assistance to trainees.	A difficult area at first for Phil, but good team spirit is being developed
Mark present status				

PROFILE – EVALUATION SKILLS NAME: Phil Woodward

Objectives The trainee instructor/supervisor should be able to:	Profile Grade 1	2	3	Tutor's Observations
15 Take part in setting performance goals for the trainees, based on the objectives of the organization and the trainees' skills.	Takes only a limited part due to lack of required skill or involvement.	Modest participation using only a limited range of goals.	Fully participates in a realistic goal-setting exercise.	Goals based mainly on practical skills and job knowledge
Mark present status				

PROFILE – EVALUATION SKILLS – (Cont'd) **NAME:** Phil Woodward

Objectives The trainee instructor/supervisor should be able to:	Profile Grade 1	2	3	Tutor's Observations
16 Choose or devise suitable assessment and evaluation methods for (a) checking trainees' attainment and progress, (b) discovering their learning problems, and (c) checking own effectiveness as a supervisor/instructor.	Makes limited effort to assess and evaluate using simple methods. Needs additional skills.	Falls short of a full appreciation of the techniques for assessment. Tendency to rely on subjective methods.	Chooses and/or devises appropriate methods at all times for the three areas shown.	
Mark present status				
17 Control the trainees' learning situation through effective feedback and appraisal, and by meeting changing needs.	Loses some control by using methods which are inappropriate.	Uses appropriate methods on some occasions. Limited control of the learning situation.	Uses appropriate methods at all times. In full control of the learning situation.	Best done in all cases through practical exercises
18 Construct and present oral and written reports on trainees.	Produces reports which are inconclusive and badly organized.	Constructs and presents reports which are incomplete, lack final polish and have only restricted value.	Constructs and presents clearly understandable and worthwhile reports.	
Mark present status				
19 Operate satisfactorily in a clerical/ administrative system.	Lack of liaison with the system – grudging use of support services.	System used haphazardly – sometimes fails to supply with needed information.	Support systems used correctly at all times.	
Mark present status				
20 Demonstrate appropriate skill, knowledge, competence and awareness of safe practice in an area of work.	Does not demonstrate appropriate knowledge and competence in an area of work.	Has limited knowledge and competence. Needs some updating.	Demonstrates appropriate knowledge and competence in an area of work.	A first class craftsman, with sound knowledge. Sets a good example.
Mark present status				
21 State the extent of his own responsibilities in ensuring satisfactory and safe conditions of work for his trainees.	Statement is incomplete because knowledge is poor with inaccuracies.	Statement is generally accurate, but lacks detailed knowledge.	Makes full and accurate statement relating to his institution.	Tries to make trainees aware of the importance of safe working conditions.
Mark present status				
22 Plan and organize within his area of work, to enable trainees to be most effectively occupied.	Relies on very limited planning and organizing of work.	Plans and organizes work but sometimes fails to use them.	Plans and organizes work to fullest effect.	Given the constraints of his working situation, he plans his work well.
Mark present status				

3.10 The content of the course is based on a set of 22 prescribed objectives covering each of the five areas of skill. Each objective has its own set of hierarchical descriptors based on the principle of semantic differentials. These descriptors show possible levels of achievement of the objectives. Minimum acceptable levels of achievement are shown by the HIGHEST level hatched descriptor. For example in objective 6, and level 1 descriptor: 'pays only some attention to the importance of these factors' is the minimum acceptance level, whereas in objective 9, the level 2 descriptor: 'makes a fair effort to encourage communication' is the minimum acceptable level.

The assessment of the achievement of the objectives is carried out over the full period of the course. Some of the objectives can be assessed during the taught part of the course. For example, objective 6 can be assessed through the course participant performing in a class exercise, case studies or role-playing. Objective 11 can be assessed through observation of discussion or a short piece of written work. Other objectives, for example 20 and 22, are best assessed by observing the Instructor/Supervisor at his place of work when he is working with trainees. In order to make an accurate assessement of objectives 18 and 19 the course tutor will consult with the YOP scheme manager to whom the Instructor/Supervisor is responsible.

The objectives and their descriptors are intended to be used by the course tutor and the course member together to enhance the dialogue, analysis and assessment relevant to the learning experiences of the course member.

The early block-release section of the course gives the course tutor an opportunity to assess the general attitudes of the course members and as a result he will tend to visit the weaker ones first, in order to confirm any deficiencies and start to eliminate them. On-the-job coaching proves to be beneficial in many cases. Initial assessments made early on in the course are marked on the profile, and dated. Subsequent movement of the assessed levels, for example from level 1 to level 2, can be further marked on the profile and dated. Each course member is encouraged to keep a copy of their profile to see what is required of them and also to serve as a record of their achievement. On the last day of the course each course member is interviewed and his/her final (summative) profile is agreed between the course member and the course tutor(s). The tutors' observation in the form of a supportive written comment is usually agreed at the same time.

On the example shown in Fig. 1, the final agreed assessment levels are shown by a broad line being drawn vertically in the appropriate descriptor box. Many of the course members ask for an indication to be made on the profile of how good they are within the individual descriptor. The course tutor can indicate this by positioning the broad line to the left or right of centre in the descriptor box.

3.11 The course tutor is expected to provide a wide variety of student-centred learning activities such as class exercises, case studies, games, simulations and role-play exercises, all of which provide information describing the member's developing skills as a competent Instructor/Supervisor. Ten hours on-the-job assessed supervision usually provides the best opportunity for the course tutor to assess in action the member's skills as an Instructor/Supervisor of the young unemployed on a YOP scheme. The final (summative) entries on the profiles are intended to be used by the tutor to indicate the overall success or otherwise at the end of the course. Successful course completion is indicated by each objective being realised to at least the minimum level as indicated in paragraph 10 above. The final agreed profiles are the basis upon which the award is given.

3.12 Validation, i.e. the process by which course structures and programmes are approved and monitored, and course members' achievement moderated and certificated, is the responsibility of a team of CGLI regional assessors, supported by a a parallel team of MSC regional-assessors. The aim of these two teams is to develop procedures which offer an effective system of control. Each profile, before submission to the CGLI for certification, is countersigned by both CGLI and MSC assessors.

This is obviously an important function of quality control because of the variety of centres offering the course, the variations in needs of course members and the type of YOP scheme to which they are attached.

Implications for staff development

3.13 This area of work demands empathy from lecturers and support from colleagues. The CGLI 926 scheme is not another 'teacher training' course and it requires a good deal of re-thinking on the part of the trainer of trainers. Close co-operation is necessary between course tutors, YOP scheme managers and local MSC personnel. The Instructor/Supervisors operate in an environment which is totally unlike that of a school, college or conventional craft apprentice training workshop; indeed it is expected to be similar to industry, commerce or the community. Assessment of attainment and progress of the Instructor/Supervisors depends on a joint effort between course tutor (mainly during the observation periods), the scheme managers (who may be untrained) and MSC personnel who have to evaluate all such training programmes.

3.14 The most appropriate tutorial staff student ratio for this course appears to be of the order of 1:8. This figure may be at variance with normal college ratios. Too few students makes for poor group interaction, too many will cause isolation of some individuals and present problems during the supervision period. Supervision periods are obviously on a one-to-one basis with added time for discussion/counselling and travelling. There may be difficulties because of the diverse backgrounds and current roles of the course participants. Some of the course members will display all the signs of the anxious student, and the problems of adult learners will be apparent. The only common factor among the course members is that they all work with unemployed youth. However, their roles are as diverse as their backgrounds. Some will be purely job-skill instructors, some will be supervisors of youngsters on work placements, others will have a main responsibility for administration or counselling.

3.15 Course tutors may find that they have to spend a large amount of time on what generally may be regarded as a 'short course'. Many of the methods and techniques used in teacher-training courses are inappropriate for this course. Unsophisticated, student-centred learning is most appropriate but maintained at an uncommonly low level. All information passed to the students, by whatever methods, must be supported by a wide range of examples of how they may use it in their work.

3.16 As described earlier the background, experience, and formal education of the Instructor/Supervisors is very wide, ranging from school teachers and people with higher degrees, to people with little or no trade background and whose formal education ended at age 15. Their reactions to profile assessment are equally wide and varied. Many respond positively to this form of assessment because they do not have to 'sit an exam' and they can take away with them evidence of what they have done whilst on the course and also how well they have done it. For some supervisors it is the first 'piece of paper' they have ever been awarded.

3.17 Whilst some Instructor/Supervisors are willing and able to discuss the implications of the levels of achievement they have attained, others are indifferent. Many want explicit reasons why they have been given a certain grade, and those with a trade background sometimes insist that tutors cannot be in a position to judge their trade competence and adherence to safe practices. Others are quite happy to discuss at length how they might improve in the areas of Communications, and Caring and Guiding. In all cases the course tutors should be supportive and helpful.

3.18 There have been those occasions when a practising Instructor or Supervisor is told that he is not good enough to 'pass' the course. This means that he or she has fallen below the minimum acceptable level in several key objectives. In such cases it usually became apparent to both the Instructor/Supervisor and the course tutor that there is an area of severe weakness, after about half the course period has been covered, bearing in mind that some of the minimum levels required are low. Generally, the course member leaves the course by mutual consent. Those who continue for the full course and are still unsuccessful, usually accept the decision in a dignified way but quite often have their own reasons for 'failing' eg home pressures, or 'looking for another job anyway'. A few have been asked to leave the course because their standard of literacy left too much to be desired.

Part 2: YOUTH TRAINING SCHEMES

Introduction

3.19 The City and Guilds of London Institute's involvement in the Youth Opportunities Programme was, until 1981, limited to college-based Work Introduction type schemes. With the rapid expansion of YOP programmes and in response to a growing number of requests, the Institute is now developing ways of extending its provision to support MSC Youth Training Schemes. Following discussions with the Special Programmes of MSC, it was decided that the then current provision would be of greater benefit if supported by a form of Profile Assessment of the trainee. This Profile would record the acquisition of GENERIC skills (ie skills which have been shown to be common to a variety of occupations).

Trainee Log Books/Profiles

3.20 A working party (which draws its members from MSC, Industrial Training Boards, the Further Education Unit, Ford Motor Co., and colleges offering YOP schemes), has developed a profile which identifies GENERIC skills under the following headings:—

Social abilities
Communication abilities
Practical and numerical abilities
Decision making abilities

The profile document, which is intended to facilitate both formative and summative assessment, is associated with a trainee log-book. The completion by the trainee of the log-book issued by CGLI provides a principal source of evidence for the profile. It also provides an identifiable structure through which the young person can progress and which will therefore act as a focal point for continuing dialogue between supervisor and trainee. Fig. 2 shows the profile report sheet which is intended to be updated monthly, and Fig. 2a gives an example of the documents which are used for daily and weekly reviews.

Fig. 2 ▶

PILOT

Fig. 2

PROFILE REPORT –

This profile shows the levels which have been reached during

ATTAINMENTS IN BASIC ABILITIES

		4 (Basic Level)	3	2	1 (High Level)
SOCIAL ABILITIES	WORKING WITH COLLEAGUES 1	Can cooperate with others when led	Can work with other members of group to achieve common aims	Understands own position and results of own actions within a group	Is an active, decisive member of group. Helps and encourages others
	WORKING WITH THOSE IN AUTHORITY 2	Can follow verbal instructions for simple tasks and can perform them under supervision	Can follow a series of verbal instructions and carry them out independently	Can carry out a series of tasks effectively, given minimum instructions	Inspires confidence in those in authority and communicates well with them
	SELF-AWARENESS 3	Is aware of own personality and situation	Can determine own strengths, weaknesses and preferences with some guidance	Has good basic understanding of own situation, personality and motivation	Has a thorough understanding of own personality and abilities and their implications
COMMUNICATION	TALKING AND LISTENING 4	Can hold conversations with workmates, face-to-face or by 'phone. Can take messages	Can follow and give simple descriptions and explanations	Can communicate effectively with a range of people in a variety of situations	Can present a logical and effective argument. Can analyse other's arguments
	READING AND WRITING 5	Can understand and write simple notices, labels and short notes	Can follow and give straightforward written instructions and explanations	Can use instruction manuals and can write reports describing work done	Can select and criticise written data and use it to produce own written work
	VISUAL UNDERSTANDING 6	Can interpret simple signs and indicators	Can, after guidance, make use of basic graphs, charts, tables, drawings etc.	Can interpret and use basic graphs, charts, tables and drawings unaided	Can construct graphs etc, and extract information to support arguments
PRACTICAL & NUMERICAL ABILITIES	USING EQUIPMENT 7	After demonstration, can use equipment safely to perform simple tasks	With guidance, can use equipment safely to perform multi-step tasks	Can select and use suitable equipment and materials for the job, without help	Can set up and maintain equipment. Can identify/remedy common faults
	DEXTERITY AND COORDINATION 8	Can use everyday implements; can lift, carry and set down objects as directed	Can reliably perform basic manipulative tasks	Can perform complex tasks requiring accuracy and dexterity	Can perform tasks requiring a high degree of manipulative control
	MEASURING 9	Can read graduated linear scales and dials	Can measure out specified quantities of material by length, weight etc.	Can set up and use simple precision instruments	Can set up and use complex precision instruments
	CALCULATING 10	Can identify size, shape, order etc. Can add and subtract whole numbers	Can use + / − / × / ÷ to solve single-step, whole number problems. Can estimate	Can use + / − / × / ÷ to solve two-step problems. Can add and subtract decimals	Can use + / − / × / ÷ to solve multi-step problems. Can multiply and divide decimals
DECISION-MAKING ABILITIES	PLANNING 11	After demonstration, can identify the sequence of steps in a routine task	Can choose from given alternatives the best way of tackling a task	Can modify/extend given plans/routines to meet changed circumstances	Can create new plans/routines from scratch, using all sources of help
	INFORMATION SEEKING 12	Can find information with guidance from supervisor	Can use standard sources of information	Can assemble information from several sources	Shows initiative in seeking and gathering information from a wide variety of sources
	COPING WITH PROBLEMS 13	With guidance, can cope with simple, everyday problems	Can cope with complex but routine problems. Seeks help if needed	Can cope with unusual problems by adapting familiar routines independently	Can offer sensitive and effective help to other people facing problems
	EVALUATING RESULTS 14	Can assess own results with guidance. Asks for advice	Can assess own output for routine tasks independently	Can assess own performance and identify possible improvements	Can identify other's difficulties and so help to improve group performance

SPECIMEN

N/O — No opportunity to assess.

Name of Trainee ERIC COX

Name of Scheme OCCUPATIONAL SELECTION COURSE

Period covered by this review 26

SCHEME

FOUR WEEKLY REVIEW

e last four weeks and the learning activities which have taken place.

APPLICATIONS OF ABILITIES

EXAMPLES OF ABILITIES DEMONSTRATED IN A WORK CONTEXT

1. Working with colleagues	*Worked with one other trainee on making a screen. Took charge.*	SOCIAL ABILITIES
2. Working with those in authority	*Came back to supervisor to explain problems and discuss solutions.*	
3. Self-awareness	*Admitted that he found maths a problem and sought extra help.*	
4. Talking and listening	*Took an active part in the Friday afternoon group discussion.*	COMMUNICATION
5. Reading and writing	*Was unable to use a woodcutting article to start a job.*	
6. Visual understanding	*Understood supervisor's drawn explanation of a screen after a few attempts.*	
7. Using equipment	*Drilled a brick wall and fixed a wooden frame to it.*	PRACTICAL & NUMERICAL ABILITIES
8. Dexterity and coordination	*Cut competent mortice and tenon joints.*	
9. Measuring	*When he used a tape he cut the work too big and then corrected by trial and error.*	
10. Calculating	*Was unable to divide the screen frame into 3 equal parts.*	
11. Planning	*Prepared a sensible working sequence for assembling screen frame.*	DECISION-MAKING ABILITIES
12. Information seeking	*Asked supervisor over problems rather than used the drawings provided.*	
13. Coping with problems	*Arranged meeting point for new job and coped with 'phoning round when things went wrong.*	
14. Evaluating results	*Was unsure whether the frame was 'good enough' and would not glue it without permission.*	

Signed Eric Cox. (Trainee)

Signed V. Wilson (Supervisor/Tutor)

Date 29/9/81

Date 29/9/81

21

Pilot schemes

3.21 The log-book/profiles were piloted during the academic session 1981–82 over a variety of different YOP schemes.

The pilot centres included:

Training Workshops	– at Coventry and Solihull
WEEP	– at Newcastle upon Tyne and Swansea
Short Training Course and Work Introduction Course	– in Herefordshire
Occupational Selection Course and Short Industrial Course centre	– at Liverpool
Community Service	– at Solihull

The pilot scheme operated with approximately 500 trainees in the above centres.

A three-part evaluation schedule was constructed, comprising

Part 1, Internal Validity
Part 2, External Validity
Part 3, Operational Validity

The methods of evaluation were based on interviews, questionnaires and analysis and it is hoped that the results* of the pilot will become an integral part of the development of the new Youth Training Scheme.

3.22 The rationale for the development and introduction of the profile may be summarized as follows:—

a. the need to inject an improved quality control system into YOP where much of the work was not being effectively monitored,

b. the desirability of establishing a dialogue with the young person about his/her learning experiences, and of introducing more criterion-referenced assessments, to help the young person to participate in his/her assessment, and identify his/her own strengths and weaknesses,

c. the provision of meaningful reports for employers, parents, the careers service and the young person about his/her skills and attainments,

d. the promotion of coherence within programmes for young people by providing documentary evidence that can be transferred between different programmes, institutions and agencies.

In developing the pilot programme the CGLI has sought to ensure that there will be compatibility between this YOP profile and other profiles being adopted in the Institute and other schemes. Beryl Pratley's contribution to this publication shows some of the ways in which this is being done.

*The results were not publicly available at the time of writing.

Overview of logbook/profiles use

3.23 The log book/profile is designed to support the trainee rather than to provide an opportunity to criticize him and his work. Trainees will be given the opportunity of discussing their entries in the log-book, and similarly they will be encouraged to discuss entries on the profile made by the supervisor. When a trainee completes a scheme, a full (summative) profile will be completed. Should a trainee leave a scheme before his allocated time, the profile will be completed for him up to that point.

The completion of the profile should be the concern of all the supervisors and teachers of the trainee whilst the trainee is on a scheme. It is intended that the profile should give a balanced view of the trainee's abilities, achievements and experiences. Examples and Guide Notes are supplied to all supervisors operating the log-book/profile system. Potential employers and managers of subsequent schemes should be particularly interested in this log-book/profile system, as it records what the trainee has done during his time on a scheme and what he has achieved at the end of it.

Description of the mechanism for use of the log-book/profile

3.24 There are several types of profiles. Some simply record a range of grades finally awarded: others involve a more dynamic recording of experiences, skills and attainments over a wide range of activities and time. Assessment should form part of the learning process, or the supervisor will not know whether learning has taken place. It is much better if the trainee takes some responsibility for his own learning and this can be successfully encouraged through the use of profile assessment. This particular profile, based on a descriptive grid (see Fig. 2), indicates possible attainments in a wide range of basic abilities. Each indicated attainment level is supported by examples of abilities demonstrated in an appropriate work-experience context. The profile is designed to record developing experiences, skills and attainments continuously, and as these are discussed jointly by the supervisor and the trainee, it should be as useful as a teaching/instructing device as an assessment device.

3.25 The log-book is an important part of the trainee's programme. It is the trainee's property and he/she is encouraged to look after it carefully and keep it up to date, as it will form a valuable record of his experiences. It is made up of a Record of Experience (Fig. 2a) and a Profile (Fig. 2). To give it some substance and an appearance of importance to the trainee, it is bound in a bright red ring-binder with the CGLI and MSC logos on the front.

The trainee is expected to spend some time each day recording what he/she has been doing, based on three or four simple questions. He/she is also encouraged to say, for example which part of the work and training is most interesting, whether the experience was too short or too long; and what other areas he/she would like to work in. At the end of a five-day period, the supervisor will examine the log-book and discuss the entries with the trainees. Together they should agree what is to be entered on the Weekly Review page (see Fig. 2a).

RECORD OF EXPERIENCE

Name of Student/Trainee... Eric Cox.....

Name and Type of Scheme Occupation Selection Centre.....

.....

Name of Tutor(s)/Supervisor(s)... V. Wilson.....

.....

Starting Date 1 Sept 1981 End Date .....

Profile Completion Date 29 Sept 1981.....

College/School .....

(Address) .....

.....

.....

Company/Organisation (if applicable).....

(Address) .....

.....

.....

Outline of Scheme

Woodworking
Carpentry and joinery
General maintenance.
Shop fitting

Details of Work Experience and Opportunity for Developing Work Related Skills

DAILY RECORD OF EXPERIENCE WEEK NO: BEGINNING:.....

Record what you are doing during the week by entering each day the answers to the following questions.

1. What did you do and where?
2. Who helped you?
3. What did you do that was new?

MONDAY

1.

2.

3.

TUESDAY

1.

2.

3.

WEDNESDAY

1.

2.

3.

THURSDAY

1.

2.

3.

FRIDAY

1.

2.

3.

WEEKLY REVIEW WEEK NO: ..... BEGINNING: .....

(TRAINEE)

What did you especially enjoy during the week and why?

Was there anything you did not enjoy and if not, why not?

(SUPERVISOR/TUTOR)

What has the trainee done particularly well?

After discussion, we have agreed that progress has been made in:

but attention needs to be paid to:

Signed: ..... (Trainee)

Date: .....

Signed: ..... (Supervisor/Tutor)

Date: .....

Sometimes a trainee will be working with more than one supervisor or teacher during a week. For example, on a college-based scheme the trainee may be supervised by two or three college lecturers, craft-based as well as one who is primarily concerned with social and life skills. All the trainee's tutorial staff are collectively responsible for the trainee's progress, and subsequent to discussion they should ensure that the comments and grades entered in the log-book are as meaningful and constructive as possible. The log-book is intended to help the trainee to develop and demonstrate his/her skills and help ensure that he/she gets the most out of his/her programme.

3.26 Every four weeks the supervisor will complete the profile pages which comprise a grid structure of graded attainment, and a more open assessment of abilities based on the four weeks' work, as recorded in the Record of Experience part of the log-book.

The supervisor will select three or four main tasks that the trainee has carried out during the previous four weeks. The selected tasks should be as different from each other as possible. These tasks are then written on the right-hand page of the profile, noting which of the tasks shows evidence for each of the abilities listed. In the example shown here the trainee is working on an occupational Selection Scheme and his main job over the past four weeks has been making and fitting wooden screen-frames.

The supervisor has taken the various tasks within this job as a means of indicating the abilities which the trainee has demonstrated in a work context over the past four weeks.

The supervisor has entered under each of the 14 learning activities, evidence of tasks which the trainee has performed. This list of demonstrated abilities will then be shown at its level of competency by shading the appropriate box on the grid on left-hand page. For example at ability level No 2: 'Working with those in authority', the trainee explained problems and discussed solutions with his supervisor. He obviously did this very well and was graded at level 1, ie 'Inspires confidence in those in authority and communicates well with them.'

However, the trainee did have difficulties with his ability to calculate. Under ability No 10: Calculating, he was unable to divide the screen frame into three equal parts. Consequently he was not given a rating on the scale at that time. The supervisor would then make provision for the trainee to have further experience and practice with simple calculations, probably in co-operation with a tutor in basic skills.

If because of the nature of any particular scheme or programme, it is not possible to assess the trainee's progress in every one of the abilities, this will be shown by entering in the appropriate bar N/O, ie NO OPPORTUNITY to assess. This may apply to a whole line, ie at all four levels, or only the higher one

3.27 The profile has three (NCR) copies,and when it is completed the supervisor will separate and distribute the three copies: the top copy is filed with the Scheme Manager; the second (yellow copy) is inserted in the trainee's log-book; the third (blue copy) is forwarded to the CGLI Monitor.

The daily and weekly log-book entries then continue for the next four weeks leading up to the second and subsequent four weekly profiles. On later profiles, the bar shading will be transferred from the previous profile. Where progress has been made, this is indicated by shading the bars at a new angle. This continuing four-weekly completion of profiles, based on log-book entries, comprises the FORMATIVE use of the profile. When a trainee completes a scheme or leaves the scheme for other reasons, a FINAL (summative) profile is completed by the supervisor. This will indicate final levels of attainment and provide a summary of work undertaken by the trainee. There is also provision made for the supervisor to comment on other aspects of the trainee such as timekeeping, appearance, interests etc.

Monitoring the log-book/profile pilot scheme

3.28 The CGLI appointed a member of the Profile Working Party to monitor each pilot scheme. The role of the monitor was:—

a. to introduce the CGLI/MSC profile reporting system to pilot centres;

b. to advise on the use of the log-books and completion of profiles;

c. to find out what the users (ie trainers, supervisors and Scheme Managers) think about the system and to report back to the Working Party, the comments and suggestions received.

Implication for staff development

3.29 Several of the supervisors operating the pilot log-book/profile system have benefitted from having undertaken the City and Guilds Course No 926 Instructor-Supervisor Award, which is described in Part 1 of this section. Whilst on this course they will have been made aware of the basic principles of assessment and evaluation. Many of them will be able to write their own simple training objectives and be able to use appropriate rating scales. This 926 Course therefore provides a useful and necessary introduction for supervisors on YOP to the concepts and principles of profile assessment and reporting, especially as the 926 Course itself uses profile assessment on the course participants.

3.30 Perhaps the greatest anticipated difficulty of log-book/profile assessment, if it is eventually introduced right across the spectrum Youth Training, is its use by the vast number of Work-Experience supervisors. In many cases they are employed in capacities other than training by a company or organisation, and may have only a partial and indirect role with trainees. These supervisors, and many others, will need a coordinated staff

development programme if the log-book/profile system is to be introduced on a wide scale.

There will be a similar need for all those college/school-based staff who are concerned with the further education aspects of MSC Youth Training schemes. They will undoubtedly have an important contribution to make to the completion of the log-book/profile assessment. But, as other contributions in this publication make clear, this is an activity that requires training and time.

Some issues arising to date, from the log-book/profile pilot

3.31 i. The use of the combined log-book/profile is enhancing the dialogue between trainee and supervisor.

ii. Trainees are participating in their own assessments.

iii. Meaningful reports are provided for other supervisors, scheme managers, parents, the careers service and the trainees, about their abilities and attainments.

iv. Finding time to discuss log-book entries and to allocate profile levels, creates organisational problems.

v. The trainee is encouraged to adopt a strong self-assessment role and this has challenged the supervisor's or instructor's traditional role with trainees.

vi. Some of the basic abilities do not lend themselves to being hierarchically ordered in the boxes on the grid, for example Basic Ability No 3: Self Awareness.

vii. The sets of descriptors in each row of boxes on the grid are sometimes difficult to match against some tasks undertaken by a trainee, particularly those on Community Service schemes.

viii. The language used on the profile is considered too complex for some trainees and for some supervisors.

ix. Some supervisors rely too heavily on the Guide Notes.

x. Allocating attainment levels on a descriptive grid may not only record what a trainee can do, but also by implications, what they cannot do. A skilful supervisor is able to use this apparently negative feedback as an incentive for the trainee to attempt further work; by doing so the trainee may increase his level of achievement.

xi. Some supervisors are reluctant to comment on a trainee's personal characteristics, such as appearance, in case they prejudice the trainee's chances of obtaining employment or joining another training scheme.

Generally, however, the experience described above, indicates that the concept of profiling is acceptable and workable, providing training, support and time are made available.

4 Profiles in Practice

Beryl Pratley

Development Officer,
Further Education Curriculum Review and Development Unit

Profiles in Practice

4.1 This section of the document attempts to describe the progress and the problems in implementing profile reporting in recent years. It describes the systems adopted by teachers in the practical use of profile reporting, and the way in which some of the profiles in current use of further education have developed.

4.2 As the second section of this document suggests, profile records of student achievement are a response to a variety of defects in more conventional systems of student assessment and accreditation, namely:—

i. there are some young people who will not succeed in conventional formal examinations, and who leave the education system without any record of what they have achieved during their schooling.

ii. there are experiences, attainments, and qualities which are worth recording and giving credit for, in addition to those represented by examination results.

iii. formal examinations may be an inappropriate way of assessing student performance, for a variety of reasons, including their tendency to dominate the curriculum, and their rigidities of timing.

4.3 The development and teacher acceptance of, student profile reporting, is inseparable from the process of curriculum design. The fact that so many young people leave the education system with no credit for their efforts (i), has prompted an alternative view of curriculum development which adds to examinable academic achievement the development of personal attributes through experiential learning (ii). The variety of approach, and flexibility of offering which this curriculum development creates, demands a new way of looking at student accreditation (iii).

4.4 The use of student profiles is particularly appropriate for those who have developed a curriculum with experiential learning as its base; who acknowledge a role for the student in decisions about curriculum, and in self-assessment, and who see the value of increasing the motivation of learners by providing them with information about their progress. To summarize much of what has been said already, profiles

i. provide an alternative means of recording attainment to the conventional examination pass-slip or certificate, and in most cases provide supplementary information about a student's experiences and performance. In this respect they are a SUMMATIVE record, available for the student to take away, and use as evidence of attainment in progressing to other courses or jobs.

ii. provide a record of what has been achieved at any point within a course, as they are developed continuously over a period of time. In this respect they are a FORMATIVE record. Although in general we would regard it as desirable that the formative and summative records should be the same document, for a variety of reasons this may not be possible.

iii. provide a guide to what still needs to be learned. They should indicate to the student the main outlines of the curriculum on offer, and therefore show what remains to be achieved. The curriculum is therefore made explicit to the learner, and in this respect the profile acts as a focus for the NEGOTIATION OF LEARNING AGENDAS*;

iv. provide a focus for the GUIDANCE and COUNSELLING which should be an essential element of vocational preparation courses. The discussions between teacher and learner that need to take place in the compilation of profile records are likely to lead to an improved understanding by the learner of his/her needs and possible future directions;

v. provide the motivation and continuous feedback on progress which is a feature of any good scheme of CONTINUOUS ASSESSMENT.

4.5 It is the intention of this section to show how some of these features can be built into profile design and use; to describe some examples of profile records and how they are used; and to outline some of the problems currently being encountered.

How to design a student profile record

4.6 We define a student profile as a document recording assessments of attainments and experiences. It should be designed in such a way as to present information about these

*see FEU, 'VOCATIONAL PREPARATION'

attainments and experiences in a readily accessible form to its readers. It should have a clear relationship to the planned aims of the course to which it relates. In these two respects it may be different from other more open-ended records such as student log-books or diaries. Our view would be that the student-kept record (trainee-centred review*) contributes to *assessments* eventually recorded in a more structured form on the profile record, and on which the student will also have some say.

4.7 The first step is clearly to design the curriculum, since until curriculum decisions have been made, it will not normally be possible to make statements about what might be achieved. The basis of a good profile is clear curriculum design, and woolly curriculum planning will not result in clear statements of achievement. It should also be obvious that a profile designed for one curriculum structure will not necessrily be applicable to other structures. For instance, it is unlikely that a profile of mathematical attainments, to be developed in a classroom-based course, will be appropriate in a totally work experience based programme, where knowledge is acquired in a much less structured fashion. The two programmes may have quite different aims, and the records associated with them may well be very different. For similar reasons, attempts to use the YOP profile with 'A' level students have run into difficulties.

4.8 This is not to say, however, that profiles will not have some elements in common. There seems to be general agreement that a profile of achievement during the years of transition from school to work should contain statements of achievement and experience in the following:—

i. Communications, including writing and inter-personal skills.

ii. Numerical skills, especially in applications such as measuring, ordering and estimating.

iii. Planning and problem-solving, including the ability to study, learn, and think creatively.

vi. Manipulative abilities.

v. The ability to operate in, or manipulate, the environment in which the individual finds himself.**

4.9 This 'core' of skills can be extended as appropriate, but analyses such as the 'London into Work Project' (MSC), tend to suggest that these are the skills and qualities most demanded in the early years of work, and the 'A Basis for Choice' core checklist is still relatively unchallenged on its appropriateness, although a range of additions has been suggested, and an updated version has now been published separately by FEU (1982).

4.10 The checklist of student attainments and experiences which evolves during the process of curriculum design can be used for assessment purposes. The method of assessment used will be determined by a variety of factors, as has already been suggested. Standard tests contribute to checks on attainment, as can student self-assessments. Trained teachers can decide on the most appropriate form of assessment for the activity being assessed. The use of checklists is still unfamiliar to some teachers, and there is some reluctance to make the on-the-spot assessments that they imply, except where teachers are familiar with their use. Home economics teachers, for instance, and others working in practical workshops, seem quite happy with the idea of making assessments of competence on the evidence of student performance during work-in-progress.

4.11 From the various curriculum development projects involving the construction of a checklist, two basic profile designs have emerged. The first is a straightforward list of student competencies, as demonstrated during a course, and assessed by a variety of means, but possibly by some kind of assignment. In a simple form, this is illustrated by the RSA Vocational Preparation profile certificate, awarded for a course with relatively limited objectives. An example appears in Fig. 3 and this is in the form of a summative document, which gives a statement of student achievement at the end of a course. The statement is unique to each student. Later paragraphs will describe the mechanism by which this is done.

4.12 A more sophisticated version of this process is being piloted by ILEA and the RSA in their 'Practical Communications Skills' certificate, where the checklist is made up of items which could be assessed in any part of a wide range of courses. The idea is to use the checklist as a 'template', to identify evidence of competencies which could be demonstrated in a range of contexts. For instance, one item on the checklists is 'explain a process or sequence of events so that it can be followed', and it is clear that such an ability could be identified and asssessed in a number of contexts within a course. The difficulty facing this pilot at present is to ensure that information systems are used which enable stored data to be easily collated on to a single record. There is obviously some potential here in the use of computers to assist in detailed record keeping. Several colleges are developing such computer assisted systems, and some of these developments, one of which is based on the RSA profiling system, are the subject of an FEU research project.*

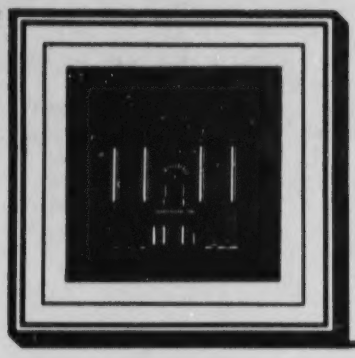
4.13 The second design which emerges from the basic checklisting process is the one which has been piloted by FEU for 'A Basis for Choice', and subsequently adapted and amended by CGLI for use with YOP schemes, and their 365 Vocational Preparation (General) course, see Fig. 4. This starts with a checklist of items (the common core of skills and experiences from 'A Basis for Choice') and groups them into related areas, eg calculations, problem-solving, world of work. The descriptors on the profile are then written to set criteria at four levels of attainment. This is because the profile is designed to be used formatively, and the setting of levels of achievement allows for the recording of progression through the levels during

*TRAINEE CENTRED REVIEWING. MSC Research and Development series No 2 Nov 81

**A similar, but more extensive list appears in paragraph 113 of 'ABC in Action' FEU Sept 1981. It obviously relates to the checklist of core skills, knowledge and experience to be found in 'A Basis for Choice' and in 'Vocational Preparation'.

*See for example FEU Sponsored Projects RP 80 Computer Assisted Profiling, SE London College, RP 86 Computer Assisted Profiling, Paddington College, RP 87 Computer Assisted Profiling, N. Warwickshire College

Fig 3



THE ROYAL SOCIETY OF ARTS EXAMINATIONS BOARD

SPECIMEN

JUNE POWELL

of Freeside College of Technology

has been granted this

CERTIFICATE OF VOCATIONAL PREPARATION (CLERICAL)

having fulfilled the conditions prescribed
by the Royal Society of Arts Examinations Board,
and having, between September 1980 and June 1981,
successfully undertaken
a Vocational Preparation Course in Clerical Skills,
the syllabus of which includes:

Clerical/Machine Operations
Language and Numeracy
Understanding Employment

1981

CHAIRMAN OF THE COUNCIL
OF THE ROYAL SOCIETY OF ARTS

CHAIRMAN OF THE ROYAL SOCIETY
OF ARTS EXAMINATIONS BOARD

COMMUNICATION, OPERATIVE AND MANIPULATIVE SKILLS

The candidate has demonstrated competence in:

HANDLING MAIL (incoming and outgoing

Parcelling, addressing, weighing, stamping, sorting and distributing mail.
Use of a franking machine.

DUPLICATING AND COPYING

Use of carbons, ink duplicators and photopiers, and hand collation.
Use of a spirit duplicator.
Use of electrical and heavy-duty staplers.

FILING

Using the filing systems which are commonly available.

RECORD KEEPING

Using records as a source of information.

MACHINE OPERATIONS

Use of a typewriter for everyday operations, such as typing envelopes, simple memos and forms.
Use of simple accounting machines, such as ad-listers, tills.

COMMUNICATION (Language)

Completing records and forms.
Following instructions and directions, using enquiry skills and everyday books such as dictionary, telephone directories, trade directories, street directories, travel maps and timetables.
Undertaking those additional functions generally relevant to office situations, such as checking, labelling and listing.
Reception skills, such as assisting clients, both in person and on the telephone, and receiving visitors.

COMMUNICATION (Numeracy)

Adding, subtracting, multiplying and dividing with reference to whole numbers and money.
Undertaking simple calculations with reference to time.
Adding, subtracting, multiplying and dividing with reference to fractions.
Accurate use of a ready reckoner.
Accurate use of a simple electric calculator, with the ability to estimate the approximate answer in advance.

CAREERS EDUCATION AND PERSONAL DEVELOPMENT

The candidate has continued general education and has received careers education aimed at enabling the candidate to find, and adjust to, work.

In addition the candidate has undertaken work experience allowing the practical application of elements of this course. For further details see the report from the candidate's own college.

the course. It further caters for the different levels at which students begin the course, bearing in mind that a checklist is not the same thing as syllabus, and does not have to be slavishly worked through with each student, some of whom may be quite competent already in some areas.

4.14 While this profile design is broadly acceptable to many people (see ABC in Action, Section 8), some criticisms have been made of the descriptors, which may well be amended further as a result of piloting. One fear regarding grid-style profiles, containing levels of performance, is that those using such profiles for selection purposes will look only for attainments at the top level of performance. One solution to this difficulty would be to ensure that profiles do not comprise only grid-style assessments. Another would be to produce a final, summative document which includes only the experiences and attainments relevant to the student concerned.

4.15 Some serious reservations about grid-style profiles have recently been expressed by the Education Resource Unit for YOP at Jordanhill College*. It is difficult to see from their arguments how their philosopy differs from that of FEU, and their major problem seems to be over the quality of pre-set descriptors, with some misunderstanding of how grid-style profiles are intended to be used. Their reservations focus on the difficulty of using the same document as a formative and a summative instrument, and give high priority to the formative role of assessment. FEU's position is that the summative role of the profile must not be avoided because of the importance of ensuring progression for young people from Vocational Preparation schemes into other, higher level education and training opportunities, and into employment**. The Jordanhill document makes few suggestions in this respect.

4.16 The FEU draft profile (as shown in VOCATIONAL PREPARATION and ABC IN ACTION) is larger than some others, because it contains space for the recording of experiences, and for the description of the contexts in which abilities have been demonstrated. The nearest model to this is the one used by CGLI in their Vocational Preparation (365) course, and on the whole the extra length appears to be generally appreciated because of the clearer picture its gives (see section two, paragraphs 21 and 22). Sue Wood's survey of IPM members (see section 7) indicated that a clear majority considered that the ABC-type profile was not too long, and believed the extra information to be useful.

4.17 Once the content of the profile is drafted, there is a necessary validating process, during which the design should be checked with a variety of users to ascertain —

i. whether the descriptors mean to the reader what the designer intended them to mean;

ii. whether what will be recorded is a sufficiently clear picture;

iii. whether the descriptors mean anything at all. (There is an unfortunate tendency for educational jargon to obscure intended meanings, and the clearest possible language should be used.)

Brian Dockrell's contribution (section 6) will be found invaluable to those who wish to study all stages of validating the preparation of a profile.

*'Assessment in Youth Training: made-to-measure?' Feb 1982

**'Progressing from Vocational Preparation – the Issues. A discussion paper' FEU Jan 1982

Fig 4

PROFILE RECORD USED FOR THE CITY AND GUILDS 365 VOCATIONAL PREPARATION COURSE

The following sheets are contained in a glossy folder, which has brief explanatory notes printed on its inside cover. There are accompanying notes for the use of tutors, a copy of which is attached.

Sheet 1

CITY AND GUILDS OF LONDON INSTITUTE

Fig 4

365 VOCATIONAL PREPARATION (GENERAL)

ATTAINMENTS IN BASIC ABILITIES

		4 (Basic Level)	3	2	1 (High Level)
SOCIAL ABILITIES	WORKING WITH COLLEAGUES 1	Can cooperate with others when led	Can work with other members of group to achieve common aims	Understands own position and results of own actions within a group	Is an active, decisive member of group. Helps and encourages others
	WORKING WITH THOSE IN AUTHORITY 2	Can follow verbal instructions for simple tasks and can perform them under supervision	Can follow a series of verbal instructions and carry them out independently	Can carry out a series of tasks effectively, given minimum instructions	Inspires confidence in those in authority and communicates well with them
	SELF-AWARENESS 3	Is aware of own personality and situation	Can determine own strengths, weaknesses and preferences with some guidance	Has good basic understanding of own situation, personality and motivation	Has a thorough understanding of own personality and abilities and their implications
COMMUNICATION	TALKING AND LISTENING 4	Can hold conversations with workmates, face-to-face or by 'phone. Can take messages	Can follow and give simple descriptions and explanations	Can communicate effectively with a range of people in a variety of situations	Can present a logical and effective argument. Can analyse other's arguments
	READING AND WRITING 5	Can understand and write simple notices, labels and short notes	Can follow and give straightforward written instructions and explanations	Can use instruction manuals and can write reports describing work done	Can select and criticise written data and use it to produce own written work
	VISUAL UNDERSTANDING 6	Can interpret simple signs and indicators	Can, after guidance, make use of basic graphs, charts, tables, drawings, etc.	Can interpret and use basic graphs, charts, tables and drawings unaided	Can construct graphs etc, and extract information to support arguments
PRACTICAL & NUMERICAL ABILITIES	USING EQUIPMENT 7	After demonstration, can use equipment safely to perform simple tasks	With guidance, can use equipment safely to perform multi-step tasks	Can select and use suitable equipment and materials for the job, without help	Can set up and maintain equipment. Can identify/remedy common faults
	DEXTERITY AND COORDINATION 8	Can use everyday implements; can lift, carry and set down objects as directed	Can reliably perform basic manipulative tasks	Can perform complex tasks requiring accuracy and dexterity	Can perform tasks requiring a high degree of manipulative control
	MEASURING 9	Can read graduated linear scales and dials	Can measure out specified quantities of material by length, weight etc.	Can set up and use simple precision instruments	Can set up and use complex precision instruments
	CALCULATING 10	Can identify size, shape, order etc. Can add and subtract whole numbers	Can use + / − / × / ÷ to solve single-step, whole number problems. Can estimate	Can use + / − / × / ÷ to solve two-step problems. Can add and subtract decimals	Can use + / − / × / ÷ to solve multi-step problems. Can multiply and divide decimals
DECISION-MAKING ABILITIES	PLANNING 11	After demonstration, can identify the sequence of steps in a routine task	Can choose from given alternatives the best way of tackling a task	Can modify/extend given plans/routines to meet changed circumstances	Can create new plans/routines from scratch, using all sources of help
	INFORMATION SEEKING 12	Can find information with guidance from supervisor	Can use standard sources of information	Can assemble information from several sources	Shows initiative in seeking and gathering information from a wide variety of sources
	COPING WITH PROBLEMS 13	With guidance, can cope with simple, everyday problems	Can cope with complex but routine problems. Seeks help if needed	Can cope with unusual problems by adapting familiar routines independently	Can offer sensitive and effective help to other people facing problems
	EVALUATING RESULTS 14	Can assess own results with guidance. Asks for advice	Can assess own output for routine tasks independently	Can assess own performance and identify possible improvements	Can identify other's difficulties and so help to improve group performance

CITY AND GUILDS OF LONDON INSTITUTE

365 VOCATIONAL PREPARATION (GENERAL)

EXAMPLES OF BASIC ABILITIES DEMONSTRATED IN VOCATIONALLY ORIENTATED STUDIES

Vocational Option _____

1. Working with colleagues 2. Working with those in authority 3. Self-awareness	SOCIAL ABILITIES
4. Talking and listening 5. Reading and writing 6. Visual understanding	COMMUNICATION
7. Using equipment 8. Dexterity and coordination 9. Measuring 10. Calculating	PRACTICAL & NUMERICAL ABILITIES
11. Planning 12. Information seeking 13. Coping with problems 14. Evaluating results	DECISION-MAKING ABILITIES

CITY AND GUILDS OF LONDON INSTITUTE

365 - VOCATIONAL PREPARATION (GENERAL)

ECONOMIC, SOCIAL AND ENVIRONMENTAL STUDIES

Below is a list of typical learning experiences which gives the activities relating to the part of the course covering Economic, Social and Environmental Studies.

☑ indicates that the student has satisfactorily completed the activity.

CAREER PLANNING	- has compared own attainments in basic abilities (Sheet 1) with those abilities required for a variety of jobs	☐
	- has experienced at least 3 different kinds of work (Sheet 2 i-v)	☐
	- has gained a knowledge of those factors which influenced job-satisfaction, job-choice and pay	☐
WORLD OF WORK	- has looked at the organisation of a specific firm and what it does for its new recruits and older workers	☐
	- has identified and described the management structure and Union organisation within a particular firm	☐
	- has carried out particular tasks (jobs) in realistic working conditions	☐
UNDERSTANDING SOCIETY	- has looked at a number of topical issues, recognised the different points of view relating to each and come to an informed personal opinion	☐
	- has been an active and decisive member of a group and has observed an official decision-making body in action	☐
	- has developed background knowledge necessary for a general understanding of national and local government	☐
	- has identified personal legal rights, and responsibilities and knows how to act on them	☐
ECONOMIC UNDERSTANDING	- has knowledge and skills necessary for effective personal money management	☐
	- has investigated the basic economic factors involved in running a business	☐
	- can describe a selection of firms in basic economic terms	☐
ENVIRONMENTAL UNDERSTANDING	- has identified and assessed the nature of specific environmental problems	☐
	- has investigated the use of energy, material and production methods of specific firms	☐
	- has discussed the implications of specific technological developments on jobs and the environment.	☐
OTHER RELEVANT EXPERIENCES		

Sheet 4

CITY AND GUILDS OF LONDON INSTITUTE

365 - VOCATIONAL PREPARATION (GENERAL)

EXTENSION STUDIES - brief details of activities carried out in that part of the course which includes Extension Studies are given below:

WORK EXPERIENCE - where work experience on an employer's premises is provided as a part of the course, a brief description should be given below and any employer's reports attached:

OTHER QUALIFICATIONS - details of other qualifications gained/examinations entered should be listed here:

PERSONAL REPORT - Course Tutors and Student are invited to make any additional comments in this space:

How to fill in the profile

4.18 Since profile record forms differ, and since institutions differ in the mode of attendance they offer to young people, the time they make available to staff, and the degree of clerical support they offer, generalised instructions on profile completion are of little use. The following paragraphs give accounts of how three different systems operate in particular institutions, and the reader is left to conclude how other institutions might handle the task. The are certain basic assumptions:—

i. that it is appropriate to assess learning at some stage;

ii. that records of assessments made are desirable and possible;

iii. that there is a course tutor/co-ordinator;

iv. that various members of the teacher team have the opportunity either to meet, or to 'pool' their records on a regular basis.

The RSA Vocational Preparation (Clerical) Course (see Fig. 3)

4.19 This is a full time, integrated pre-employment course, for those who may want to enter clerical type employment:—

a. The course booklet gives the course objectives, which were developed by teams of teachers working in the Vocational Preparation area.

b. Teaching to objectives takes place. Some of the objectives are expressed in general terms, to indicate the 'spirit' of the course, which is that learning should be based on experience.

c. When appropriate, students are given test assignments to do. These are taken either from the book of common assignments developed by tutors for the RSA, as a way of making assessments, or devised locally according to set guidelines issued by the Board. Each assignment contains an assessment schedule, so that students' work is marked to an agreed standard. In some cases, students can mark their own work, and make their own judgements on their success.

d. If a satisfactory standard is not reached, the student can return to the same (or another similar) assignment after being given the opportunity to complete other related work. If a satisfactory standard is reached, the students record the work done on their personal record sheet, and the teacher ticks off the space on the record chart supplied by the RSA (Fig. 5).

This record-keeping, which over two years' trials was designed to be as simple as possible, is often supplemented by student diaries and log-books which are a valuable tutorial record.

e. It has been found useful to make a large version of the standard class record sheet and put it up on the wall of a base classroom. Students can then keep track of their own progress, and the effects on motivation have been found to be very positive. It also keeps the teachers alert to student progress, as any student not 'clocking up' enough objectives will soon exert pressure to do so. If this sounds unduly mechanistic and competitive, it has to be said that students frequently work together on assignments, some of which require a team approach, and within this context, many teachers welcome a mildly competitive spirit.

f. At the end of the course, an external assessor checks student work against this 'master' record of attainment, and it is sent back to the RSA. Any student who has not attained minimum specified objectives will not be given a certificate by the RSA, but can be given a college report.

g. Using word-processing facilities, the RSA Examinations Board converts the coded record sheet into a certificate, which has printed on the reverse side a list of those objectives which the particular student has attained, written as statements of competence. This is issued to the student by the college or school, along with a report on such areas as personal characteristics, or work experience, where these are thought to be appropriate.

ROYAL SOCIETY OF ARTS EXAMINATIONS BOARD
VOCATIONAL PREPARATION (CLERICAL) COURSE
Continuous Assessment Record - Checklist

A COMMUNICATION, OPERATIVE AND MANIPULATIVE SKILLS

The candidate has demonstrated competence in:

A1 HANDLING MAIL (incoming and outgoing)

(i) Parcelling, addressing, weighing, stamping, sorting and distributing mail.
(ii) *Use of a post-book.*
(iii) *Use of a franking machine.*

A2 DUPLICATING AND COPYING

(i) Use of carbons, ink duplicators and photocopiers, and hand collation.
(ii) *Use of a spirit duplicator.*
(iii) *Use of a collating machine.*
(iv) *Use of electrical and heavy-duty staplers.*

A3 FILING

(i) Using the filing systems which are commonly available.

A4 RECORD KEEPING

(i) The maintenance of records using dockets, forms, invoices, books and stock record cards.
(ii) Using records as a source of information.

A5 MACHINE OPERATIONS

(i) Use of a typewriter for everyday operations, such as typing envelopes, simple memos and forms.
(ii) *Use of simple accounting machines, such as ad-listers, tills.*

Date of Course: From ..... To .....

Certificate Awarded *	Centre ..... CANDIDATES (Names in full, and block capitals)	HANDLING MAIL					DUPLICATING AN COPYING				
		A1(i)	(ii)	(iii)	A2(i)		(ii)	(iii)	(iv)	A3(i)	

* (For RSA use only)

Signature of Course Tutor ..... Date .....

The shaded portions denote those areas of achievement in which it is essential for candidates to demonstrate competence before a certificate can be awarded.
For guide to numbering please see checklist overleaf.

Please indicate thus for every can
either ✓ = the candidate has
or X = the candidate has

ROYAL SOCIETY OF ARTS EXAMINATIONS BOARD

VOCATIONAL PREPARATION (CLERICAL) COURSE

Continuous Assessment Record

	FILING	RECORD-KEEPING	MACHINE OPERATIONS	COMMUNICATION (Language)							COMMUNICATION (Numeracy)						CAREERS EDUCATION	ASSESSOR'S RECOMMENDATIONS
				A4(ii)	A5(i)	A5(ii)	A6(i)	A6(ii)	A6(iii)	A6(iv)	A7(i)	A8(i)	A8(ii)	A8(iii)	A8(iv)	A8(v)	A8(vi)	A8(vii)	A9(i)	A9(ii) Date this candidate finished course	

Signature of Assessor ..... Date .....

idate in each column:
emonstrated competence
ot demonstrated competence

Please pass the completed form to the Board's Assessor, who will enter his recommendations before submitting the form to the Board.

A6 **COMMUNICATION (Language)**

(i) Abstracting relevant information from aural and written messages and subsequently transmitting this information in spoken and written forms.

(ii) Completing records and forms.

(iii) Following instructions and directions, using enquiry skills and everyday reference books such as dictionary, telephone directories, trade directories, street directories, travel maps and timetables.

(iv) Undertaking those additional functions generally relevant to office situations, such as checking, labelling and listing.

(v) *Drafting simple memos with accurate spelling and punctuation.*

(vi) *Reception skills, such as assisting clients, both in person and on the telephone, and receiving visitors.*

(vii) *Applying a knowledge of the geography of both the region and the UK generally in the work situation.*

A7 **COMMUNICATION (Numeracy)**

(i) Adding, subtracting, multiplying and dividing with reference to whole numbers and money.

(ii) Undertaking simple calculations with reference to time.

(iii) *Adding, subtracting, multiplying and dividing with reference to fractions.*

(iv) *Adding, subtracting, multiplying and dividing with reference to percentages and decimals.*

(v) *Undertaking simple calculations with reference to distance and weights and measures.*

(vi) *Accurate use of a ready reckoner.*

(vii) *Accurate use of a simple electric calculator, with the ability to estimate the approximate answer in advance.*

B **CAREERS EDUCATION AND PERSONAL DEVELOPMENT**

(i) The candidate has continued general education and has received careers education aimed at enabling the candidate to find, and adjust to, work.

(ii) In addition the candidate has undertaken work experience allowing the practical application of elements of this course. For further details see the report from the candidate's own college.

City & Guilds of London Institute. 365 Vocational Preparation Course

4.20 This is also a full-time pre-employment course, which offers the opportunity to include from three to five different vocational areas. The suggestions on curriculum design and the use of profile records which were made in 'A Basis for Choice' were tested for their feasibility by the Further Education Unit in a small number of colleges during 1979-80. During the next year, a larger pilot study was conducted jointly by FEU and the City & Guilds of London Institute. The results of this pilot are described in 'ABC in Action'*. Paragraphs 108–119 of that report outline some of the major findings.

4.21 The profile report now being used by CGLI in its 365 scheme has developed by a variety of routes. The FEU draft profile was used during the initial pilot study, and suggested amendments were made to it (including the deletion of an 'unclassified' column). At the same time as this pilot was in progress, a separate group was set up by CGLI and MSC to design a profile for use with young people on Youth Opportunities Programme schemes. This group used the FEU grid-style profile as a basis, but re-grouped the descriptors into four broad areas, and added one or two more sub-sections. The descriptors (the words in the boxes) were also revised, as the language in some was still thought to be too complex. Section 3, by Jim Hills, describes the development of this YOP profile, which is still being piloted, and Fig. 2 illustrates it.

4.22 At the end of the year's joint pilot study with FEU, the CGLI decided to launch its new 365 Vocational Preparation (General) course, on the lines of 'A Basis for Choice', and it used a combination of the YOP profile, and the original FEU draft. This profile is shown as Fig. 4. The documents are enclosed in a glossy folder. It is envisaged that a final certificate will be issued by the Institute to students completing the course satisfactorily. The original 'FEU' grid was replaced by the revised 'YOP' grid, but the design of the facing page was retained, on which entries can be made giving examples of the ways in which abilities have been demonstrated in a work context. Because the 365 course may include work in up to five vocational areas, the folder can contain up to five of these 'example' sheets. The major difference in this profile record from the YOP version, is that the 365 record retains the sheet relating to experiences gained, once more adapted from the FEU's original draft.

4.23 In Section 3, Jim Hills describes in some detail the way in which the YOP profile is completed, and in many ways the process is similar for the 365 course document. There are, however, some important differences. First, the 365 course is designed to be run exclusively in educational institutions. Although some colleges and schools are including work experience as an important part of the course, the organisational base is an educational institution. On the YOP schemes, however, a whole range of types of sponsor are involved, and their training needs are diverse.

4.24 Accordingly, there is a stronger 'education' flavour to the 365 course, supported by the fact that most of its candidates are on full-time one-year courses, rather than the mainly short courses sponsored by MSC. The 365 profile supports this distinction by the inclusion of a page recording experience and knowledge (eg social understanding, economic understanding etc.) as well as the 'skills' grid already described. When the MSC introduces its Youth Training Scheme, the style of the 'YOP' profile may change.

4.25 The processes for completing a profile of this type are clearly similar to those being developed for the YOP pilot scheme. The YOP scheme has a published set of Guide Notes (MSC/CGLI) which gives many examples of the kinds of activities which could contribute to a record on the profile. This publication is obviously relevant to both schemes, and does much to clarify doubts about the reliability of the descriptors (ie, do I mean the same as you when I record the fact that a young person 'can reliability perform basic manipulative tasks'). The monitoring committee for the 365 course has also issued guidance to tutors of schemes on the way that the profile should be completed, but at the moment, the guidance relates to the spirit of profile record-keeping, rather than the detail of its administration. It suggests the need for a co-ordinator, for continuous, formative assessment, for student participation, and so on. The guidance notes are included in Appendix I.

4.26 There is no doubt that over the last few years, teaching staff have made enormous efforts to devise ways of incorporating profile records into their programmes. The fact that the organisational base has moved, for example from FEU to CGLI, and in some cases to the local education authority (as in Humberside which has its own profile) has not always helped the smooth development of expertise and its dissemination. Many teachers are concerned about the amount of time taken to complete profile records, but some have devised relatively simple systems, and are pleased with the benefits gained in terms of such things as increased student motivation and autonomy.

A suggested system of profile completion

4.27 As paragraph 18 of this section suggests, institutions are likely to have to develop their own systems of compiling profiles, but some general lessons can be learned from the experiences of others. What follows is a suggested system, which reduces some of the duplication of records currently in use, and may help those attempting to set up systems of their own. It is intended as guidance, not as prescription, and necessarily includes implications for teaching strategies and other related record-keeping systems which are not necessarily connected with profiling.

i. Profile record forms can be shown to students at the beginning of their course, and carefully explained. All staff concerned can be briefed on the contents of the record, and the system to be used for completing it. Copies of the 'grid' and 'experiences' pages can be displayed where students have access to them, and all staff should have a copy of all the profile sheets for reference.

*FEU/CGLI October 1981

ii. Students are also given the means of recording their own progress. There are a variety of ways in which this can be done, but it would seem useful to have a general record available, in the form of an open-ended diary or log-book, in which students record daily or weekly the things that they have done which are new, or interesting, or which they particularly want to discuss with a tutor. The work done on Trainee Centred Reviewing (CCDU – *op cit*) emphasises the important to the learning process of this 'talking through' between teachers and learners. In addition, it is likely to be helpful to have some more structured record sheets available, on which, for each class, the student records work done, and comments made. As tasks are completed, this is countersigned by the tutor, who may agree that the completed work is evidence of attainments to be included on the profile record. This agreement may be reached and recorded in the classroom or workshop, or it may be suggested to the student as part of the process of marking written work. A record of work sheet might look like this:—

Date	*Work completed*	*Comments† Mark* Tutors Initials*	*Profile ref. or grade*
6.10.82	*Assignment on use of the ink duplicator*	*Good results, but you needed help several times. PW*	*Using equipment (grade 3)*

iii. This process puts the major responsibility for initial recording, and deciding what to record, on to the student, and it is suggested that this giving of responsibility should be accompanied by expectations that students should treat their record-keeping seriously. Storage space may need to be allocated for student record folders, and they will need to be reminded to maintain the records, but the allocation of five minutes at the end of a class, or perhaps ten minutes at the end of the day to record keeping, can become routine. Students can then share experiences, and remind each other of things they might record, and this process is in itself something which can be recorded, as 'self awareness', and 'working with others'. Teaching staff will naturally keep their own records as normal. These may be mark books of a conventional kind, or a staff record sheet based on the contents of the profile may be useful. It is not necessary for every member of staff to keep a copy of the profile for every student. This causes unnecessary work in the keeping and collating of records, to say nothing of the quantities of paper it consumes. The use of micro-computers may be an additional assistance eventually (see para 4.12).

iv. The process of transferring these recorded judgements onto the 'official' forms is the job of the course tutor. With increased familiarity, it has been estimated that the job of transferring information onto the profile record takes about 15 minutes. It is probably enough to complete this task monthly. Students will have had the opportunity of discussing detailed assessments with individual teachers, and both agreeing a judgement for work done, and suggesting areas to which particular attention should be paid.

v. The student can meet the course tutor with his/her records of work, and any log-book or diary, and together they will convert the notes made on these records into entries on the profile. In particular, it should be ensured that the profile records any examples which have been particularly highlighted (as in the last column of the suggested record of work in paragraph 26). It may be that the student is achieving more in some areas, and the resulting discussion between teacher and learner, and between teachers, is part of what FEU has called negotiation in the curriculum. It is of doubtful benefit to seek a consensus on assessment of different teachers on a student and it is certainly not helpful to record regression, as some teachers have suggested. No other assessment record does this, and there is no reason why profiles should.

vi. Entries made on the profile during this discussion can be initialled, and subsequent meetings will up-date the record. 'Master' profiles need to be held by the course tutor, filed so that other staff can consult them when necessary. The tutor can take any problem areas to staff team meetings, but such meeting time will not generally need to be used for detailed discussion of assessments made on particular students. It is estimated that meeting 16 students on this basis once a month will eventually take a course tutor no more than one hour per week.

4.28 It has to be conceded that at the time of writing the compilation of profiles rarely proceeds as smoothly as this, except among experienced teams, and it is an 'ideal' account, in that it takes good practice from several separate systems. It is, however, achievable, given certain conditions which the teaching and management staff need to ensure exist:—

i. A thorough understanding of the structure and aims of the course, and the profile record documents, by both the teaching staff and the students.

ii. Trust placed in the students to maintain their own records of progress.

iii. Regular and conscientious record keeping by staff, who explain and discuss their assessments with students.

iv. Time for the course tutor to record judgements made by others, and the confidence of the teaching team in his/her ability to do so.

Back-up tutorial and staff-meeting time for more general discussions of course and student progress.

The SLAPONS Profile

4.29 The School Leaver's Attainment Profile of Numerical Skills (SLAPONS) is based on a test of those basic numerical skills which commerce and industry require of school-leavers. The test was devised as a result of research conducted by the Shell Centre of Mathematical Education at the University of Nottingham. The study reviewed the present state of employer's tests, and the ways in which they were used in the selection of young people for employment and further education. Most of these tests were exclusively concerned with the testing of arithmetic.

THE SLAPONS PROFILE

CODE
N: natural (whole) numbers
F: fractions
D: decimals
REL: related thinking
APP: approximations
EST: estimations

fig. 1

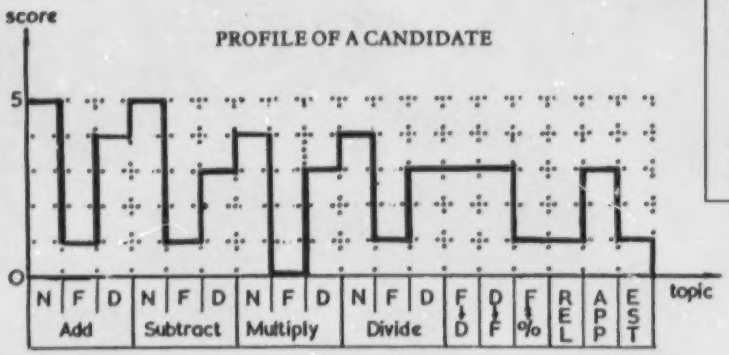


fig. 2

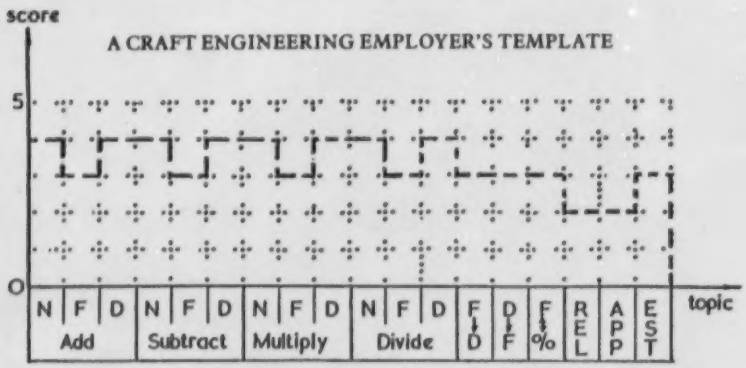
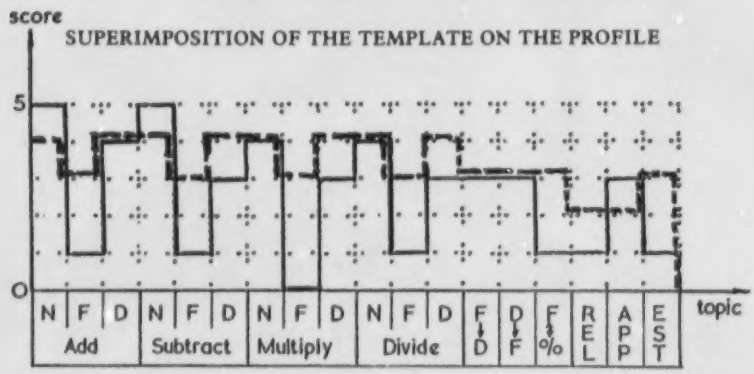


fig. 3



4.30 The test is designed to be given in the early part of the fifth year of secondary schooling, and to present the results in the form of an individual attainments profile of 18 numerical skills (an example of such a profile is given in Fig. 6). An employer who wishes to use the results when interviewing fifth year applicants is required to identify the numerical skills which would be essential for the job for which the applicant is to be interviewed; to devise a template which highlights those elements of the test which are important for the job, including the maximum requirements; superimpose the template on the applicant's profile to identify –

a. those whose numerical skills are suitable for the job
b. the weaknesses of those otherwise suitable, whose weaknesses could be remedied.

4.31 At a level where attainments are capable of objective testing, the SLAPONS system incorporates many of the features which confer advantages on profile records. The test is now administered annually by the Royal Society of Arts, who publish a booklet giving full details of the scheme. In the Academic Year 1980/81, 15,500 students took the test, after which they are awarded a certificate which lists their attainments, and draws their personal profile.

Profiles, TCR, RPE, RPA, and all that

4.32 The development of profile records for further education and training interlocks with a variety of schemes which have developed in the schools over several years. Much interest in profile records of attainment was generated by work in Scotland, but on the whole, this work was done with small numbers of pupils, mainly of lower ability levels. The work documented in 'Pupils in Profile' (SCRE. 1976) has provided some useful pointers for future developments, and Brian Dockrells contribution in Section 6 refers to this.

4.33 More common in English and Welsh schools, however, have been efforts to provide detail of pupils' experience outside examined courses, or of their school experience as a whole. The systems are varied, usually locally devised, and owe much to the work of Don Stansbury, who helped to pioneer one major system, the Record of Personal Achievement (RPA) in Swindon.* While this system sought to recognise particular achievements, Stansbury saw the value of recording and acknowledging many kinds of experience, and he later designed the Record of Personal Experience (RPE), which has more comprehensive aims. The form of the scheme is under constant review, and the teachers using it became part of the steering group for improvement and development of the scheme. This has now continued for more than five years. The relationship of such records to a particular curriculum and to performance is not necessarily the same as has been discussed earlier in this section.

*Description and evaluation of this is in T Swales, 'Record of Personal Achievement: an independent evaluation of the Swindon RPA scheme' Pamphlet 16, Schools Council, 1979.

4.34 This kind of review* , and the benefits accruing from it, has been stimulated in the further education and youth training systems by the MSC sponsored work of the Careers Counselling Development Unit (CCDU) at Leeds University. An initial review of personal progress records by Barbara Pearce** has now been followed by 'Trainee Centred Reviewing (TCR).*** This traces the developments during a pilot study in a range of educational and industrial settings, and outlines the apparent benefits from TCR in terms of improved relationships, increased confidence, and the effects of feedback on the modification of schemes.

Profiling and TCR

4.35 Because TCR is essentially open-ended, and because profiling works towards a prestructured document, they have in the past been regarded as potentially conflicting. It is our view, and that of CCDU, that they are essentially complementary. It has always been intended by FEU that profiles were to be both a formative and a summative record; formative in that they are built up progressively over a period, with the active participation of the learner, and as a way of monitoring progress through an agreed curriculum; summative in that they provide a record of attainment which is available to employers and future scheme providers, so assisting the progression of the young person. It should be obvious that the development of TCR can be an important part of the formative process, in that the foundations of a good profile are laid by the motivation, confidence and feedback that a student-centred approach provides. There is evidence that those who attempt to use profile records as a summative device alone, without any student participation, gain none of the benefits of improved understanding and motivation, and may well find themselves engaged in a somewhat sterile exercise.

4.36 As Jack Mansell's and Jim Hill's contributions have already suggested, there are still some difficulties which remain. These fall into the general categories of organisational issues, staff development, and time.

Problems still to be tackled

4.37 Not all the reasons why people are currently experiencing difficulty with profiles are directly concerned with profiles. What is happening in many places is that profiles are being implemented before the curriculum and the staff are sufficiently ready, and problems associated with curriculum and staff development are being laid at the door of profiles.

4.38 For instance, it has already been shown (paragraph 7) that CURRICULUM DESIGN precedes profile design. Since most profiles record competencies that cut across traditional disciplines, an integrated approach to curriculum design and

* RPE: experience of two project schools. City of Sheffield Education Department EEC Transition from school to Working Life Project. Oct '80.

** Personal Progress Records and Self Assessments. SPD/PD2 Research Report No 2. MSC Selkirk House.

*** Trainee Centred Reviewing (TCR). CCDU/ITRU. MSC Research and Development Series. No 2.

implementation is needed. The difficulties of achieving this integration are amply documented, from primary education onwards, but they are difficulties of curriculum implementation, not of profiling.

4.39 As Jack Mansell has suggested in his introduction, there are difficulties of ASSESSMENT, and a range of issues about what and how to assess. Since profiles record assesments made over a wide area of activity, a variety of assessment techniques will need to be used according to what is appropriate. There seems to be a belief that profiling is a method of assessment itself. It is not. It is a record of attainments and experiences which will have been assessed in what ever way was seen to be appropriate at the time.

4.40 There are difficulties associated with the TEACHING STRATEGIES needed for students centred work. It may well be easier to complete profile records effectively if learning assignments are available, and students are engaged on individually designed, task-based work, but there are more powerful arguments for individual-based learning which will be appreciated by those running schemes catering for young people of widely differing abilities. Individually negotiated, student-centred curricula need specially designed resources, and these resources can only be developed by staff who are appropriately trained for their work.

4.41 To these curricular and staff development issues need to be added the skills of WORKING IN TEAMS, with the need to trust colleagues and work co-operatively with them. There is also some evidence that certain attitudinal changes with respect to the students themselves may also be needed. One or two staff teams have pronounced themselves quite happy with profiles as long as the students do not see them!

4.42 ORGANISATIONAL ISSUES still to be resolved are those associated with institutions rigidly divided into departments, when this kind of work so clearly demands that communication should occur across departmental division. Many schemes involve numerous part-time lecturers, and they too must be brought into the communication system. It is difficult to see how large staff teams can effectively monitor the progress of students or courses, and planners are urged to keep their teaching teams to a workable minimum number (probably about eight).

4.43 TIME. Jack Mansell has suggested (section 2, paragraph 20) that profiling may need a re-allocation of time. I have suggested above that experience can do much to streamline the process. It is useful, too, to calculate the time spent on assessment in many educational institutions during the summer term, when many courses effectively close weeks early to allow examinations to take place. This time, spread throughout the year, and used for teaching/tutorial purposes, would probably exceed that demanded by a system of profile recording. Those who are getting involved in profiling tell us that it is time-consuming, but that it is time well spent in more effective learning experiences.

Conclusion

4.44 There are criticisms to be made of all the profile systems in use. It would be surprising if there were not, since the process is still in a state of development. It is important that as many as possible of the practical difficulties are resolved, in the interests of teacher confidence and general efficiency. With goodwill and determination they can be, and we are anxious that this goodwill is preserved, since without it we could lose many of the benefits to the learner already identified with profiling systems. The other major promotional task is with 'users'. FEU is doing what it can in this respect. The profile needs to carry currency both with examination bodies, further and higher education, and with employers. Some reactions of the latter are decribed in the IPM contribution (Section 7).

4.45 Much energy has been devoted to the local developments and design of profiles, and the appendix contains several additional examples, including a recently developed profile report for use with TEC programmes. Our view would be that while local developments serve their purpose in enabling groups of teachers to work through some of the problems involved, the interests of currency are likely to be best served by having an agreed 'national' profile for nationally designed curricular components, with extra space for the reporting of locally designed curricular elements.

5 A 17+ Package: a view from the School

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A 17+ Package: a view from the School

5.1 Much time and substantial resources both human and financial are currently being devoted to 'Operation 16+'. Most of the evidence to date suggests that the resulting common system of examining if and when it finally emerges will be educationally sterile. It will be sterile because curricular considerations are being largely ignored, because the models for assessment and dissemination of information about performance are being taken almost universally from past practice and because the proposed administrative structure is designed to perpetuate and not eliminate the present divisions between GCE O-level and CSE Boards. The main criteria for evaluating the new system appears to be that of administrative convenience. It is essential that any system designed to assess students at 17+ does not go the same way.

5.2 The possibilities at the present time for creating a really worthwhile, workable and exciting course and assessment package (rather than an examination system) are much greater at 17+ than at 16+ but the difficulties are also substantial. Public examinations at 17+ (few and relatively recent) lack the encrusted traditions of those at 16+ and 18+. One has only to look at what the GCE boards have produced at Ordinary/Alternative (O/A) and at the best of the Certificate of Extended Education (CEE) to see the beneficial effects of this. On the other hand there is the long standing and wholly artificial distinction made post-16 between schools and institutions of further education. Quite apart from the unproductive arguments this has raised regarding general as opposed to vocational education with the consequential creation of 'pre-vocational' as a piece of largely undefined bridging terminology, this divisiveness has also been carried through into the agencies that conduct examinations. The administrative jungle at 17+ is far more dense than that at 16+, and the piranhas who are likely to want a slice of the action include not only the GCE and CSE boards but also the CGLI, the RSA, BEC, TEC and the regional examining boards.* Already examinations proliferate and the alphabet is being drained of letters to accommodate them. The point should, incidentally be made at this juncture that the terms 16+ and 17+ or any other + for that matter when used in relation to examinations are dangerously simplistic. They merely indicate the age of the majority of those likely to enter for the examination in question and hence its intended design base. In practice, of course, there is at present very little central control over who enters for public examinations (although cost is increasingly becoming a determinant). There is also surprisingly little central control (GCE A-level being a notable exception) over the levels at which particular examinations are or ought to be pitched and against which performance is or ought to be judged. The accumulated wisdom of the tribe and seat of the pants judgements still play an unjustifiably large part in constructing assessment and issued grades.

5.3 Before suggesting the principles or criteria upon which a 17+ package ought to be based a brief look will be taken at the current situation on the ground as far as students, educational institutions and examinations are concerned. It is also necessary to look at the government's current thinking on 17+ as exemplified in the discussion paper. 'Examinations 16–18'. It is my brief in this contribution to draw particular attention to the school and sixth form college situation. This is not done in any narrow sectarian sense but rather to provide a perspective which cannot be ignored if we are to arrive at a worthwhile national solution for 17+. Indeed one of the tragedies of much of the present debate and of the government paper is a failure to look at the problem as a unified whole. We simply cannot afford divisiveness whether it be between schools and further education, or general and technical education, or ABC and CEE or the academic goats and the pre-vocational sheep.

5.4 A feature of post-16 education over the past decade has been the ever-increasing number of those staying on in full-time education for whom existing course and examination provision is quite inappropriate. In general the student who has realistic expectations of a place in higher education or in professional training or who has some quite specific vocational aspirations and training in prospect has appropriate although not always entirely satisfactory course and examination targets at which to aim. The proportion of those for whom these targets are appropriate has, however, steadily diminished. There has in addition been a growing realisation that repeating courses previously taken or re-sitting examinations previously failed is not only boring and frustrating but also unlikely to lead to improved performance. Both school and further education systems have been increasingly forced, therefore, to look at their post-16 provision. Hag ridden as we are in this country by formal examinations one way of dealing with the problem was obviously to devise a new examination and this with one notable exception (A Basis for Choice) has been the solution adopted.

5.5 It is not pertinent to this contribution to outline in detail the various examinations which have emerged in the 1970's and are

*At the time of writing, there was no accouncement of the administrative arrangements for the new 17+ Certificate of Pre-vocational Education. This has since been outlined in '17+ A New Qualification' HMSO 1982.

currently available in 1982. Chapters II and III of the Keohane Study Group Report (Command 7755, December 1979) provides a useful summary for those interested. Suffice to say here that a polarized provision has resulted as between school and further education. On the school side there has been the Certificate of Extended Education (CEE) run since 1972 by the CSE boards with a six board GCE consortium offering examinations in CEE for the first time in 1982. On the further education side there is currently a wide variety of examinations in the non-advanced section. These include the Certificate of Further Education (CFE) run by the Regional Examining Boards, the City and Guilds (CGLI) Foundation courses, the Business Education Council (BEC) General, the Royal Society of Arts (RSA) Vocational Preparation (Clerical) and Technician Education Council (TEC) Level 1. The two sets of examinations differ substantially. CEE is a single subject examination with a relatively small vocational component and in its early years at least it looked too much to GCE and CSE for its models. The further education examinations share two main features which distinguish them from CEE and from school examinations in general. They are first of all integrated or grouped and not single subject. The groupings offer a mixture of general and vocational components. Secondly they are employment orientated in the sense that they have been designed to lead towards specific broad areas of employment or to form a base upn which more specialized training could be conducted. There has been in consequence relatively little traffic between the two sets although wherever CEE has provided a range of flexible opportunities related to local needs as, for example, in the Southern Regional Examinations Board's modular structure it has attracted entries from Further Education. In the other direction the CGLI Foundation courses which have been vigorously promoted in schools have made headway there in certain parts of the country.

5.6 The whole situation as far as the 17+ curriculum and its assessment was concerned was transformed by the setting up in 1977 of the Further Education Curriculum Review and Development Unit (FEU). The FEU was established by the Secretary of State for Education and Science with the primary aim of promoting a more co-ordinated and cohesive approach to curriculum development in Further Education. With hindsight it is a great pity that its remit was confined to FE but this was inevitable in view of the existence and work of the School Council with whom to be fair it has co-operated. The Board of Management of the FEU took an early decision to concentrate its initial work upon the lower levels of further education provision and in particular upon pre-employment courses for young people entering FE usually at age 16. This work led to the publication in June 1979 of 'A Basis for Choice' (ABC). History will rightly regard this report as a seminal document in the hitherto extremely messy and disjointed field of curriculum development and student evaluation although as will be indicated later its basic intent was substantially misunderstood by the present government. What 'A Basis for Choice' advocated and described was not a new course or a series of new courses still less a new examination but a curriculum framework or structure based upon a set of agreed criteria which could be met by a whole variety of courses designed to meet differing needs. This structure comprised a well-defined common core (60%) and a deliberately less well-defined vocational and job-specific studies (20% each). The report also suggested that national validating machinery should be established for course approval and that a student profile should form the basis of the certification/assessment process.

5.7 It was hardly surprising, therefore, that as far as the government was concerned 'A Basis for Choice' would constitute a key document in its appraisal of post 16 examinations and the courses leading to them. A second key document considered by the government was the Keohane Report ('Proposals for a Certificate of Extended Education. A report of the Study Group established to consider the Schools Council's proposals for a CEE in relation to other courses and examinations for whom the CEE is intended') published as already indicated in December 1979. By comparison with 'A Basis for Choice' the Keohane Report contributed little to curriculum thinking or assessment practice. Its recommendations for CEE attempted a compromise between school and FE examining practice and have attracted little support from any quarter. This dissatisfaction showed itself in 'Examinations 16–18' which was published in October 1980. There were, of course, two sections to Examinations 16–18; Examinations at 17+ which is the main concern here and the possible provision of a new Intermediate or I-Level examination. In coming to its recommendations (those who have been suspicious of the paper's consultative nature might find decisions a more suitable word) the government really only looked at ABC and the Keohane Report and came down heavily in favour of the former. In so doing it took a curriculum framework designed for lower level further education students and transformed it into an examination for a much wider range of students from both schools and FE without really considering the curricula and administrative implications particularly for schools. As far as the validation of the new certificate was concerned the government favoured the use of an existing FE examining board for the co-ordination of the arrangements. It moreover specifically excluded the GCE and CSE boards from any part in the creation of the new pre-vocational examination courses as the consultative paper called them. On assessment it said precisely nothing. The real sadness of the paper's recommendations is, as has already been said that they divide when they ought to unite and close doors when they ought to open them. There are to be the A-Level/I-Level academic goats (the few) bound for higher education and leadership and the pre-vocational sheep (the many) who will hew wood and draw water preferably well satisfied with their lot. The headline to an article on 17+ in the *Daily Telegraph* dated 3 December 1981 says it all: '17+ pupils to have examinations on cars and catering'.

5.8 Since the government paper was published, a number of factors have conspired to ensure that the number and ability range of those likely to enter for a new 17+ examination will be far greater than that originally envisaged. The major factor in this increase is unemployment. Resources or rather their lack will inevitably mean that a substantial proportion of these 'new' students will continue to be educated in institutions run under school and not further education regulations. LEA figures for schools and sixth form colleges only collected by the CSE boards in November 1981 show percentage increases as

between 1980/81 and 1981/82 ranging from 9.6% in Hampshire to 31.6% in Wakefield. Alongside this as far as schools are concerned is a public examination system which is showing little or no sign of meeting new curricula needs. GCE A-level is not to be broadened in scope and the government in Examinations 16–18 took an extremely narrow view of the design model and hence the clientele for I-Level assuming that it ever gets off the ground. There is, moreover, every likelihood that the common system of examining at 16+ will be less suitable for the average candidate than the present CSE. If this is the case it will make re-sitting 16+ an even less rewarding exercise than re-sitting O-Level and CSE is at present. This rather sweeping condemnation of the common system at 16+ demands some justification. Basically there are four reasons for making it; first the nature of the national criteria now beginning to emerge from the GCE and CSE Boards' Joint Council; secondly, a rigorous application of the 60% target group for whom the syllabuses and assessment will be designed; thirdly, the lack of appropriate assessment technology to meet the demands posed by both differentiated and common assessment; and fourthly, the progressive elimination of continuous assessment, coursework, orals and hence teacher assessment on administrative grounds justified in terms of their unreliability.

5.9 It is moreover far from clear how appropriate the new 16+ will be for post 16 students studying in FE Institutions even if it turns out to be suitable for the average school student. Currently CSE is not taken by students in Further Education except through a relatively small number of linked courses. There is, however, a substantial FE GCE O-level and A-level entry. Two factors are particularly relevant in determining the likely appropriateness of 16+ for FE students; first the requirement for all 16+ syllabuses (here used in a wide sense to include aims, objectives, skills, concepts, content and assessment) to take into account in their design model some 40% more of the relevant population than the present GCE O-level design model. Secondly, there are the implications of the core curriculum debate, falling rolls and strained resources for the future '11–16' school curriculum, with particular reference to fewer examined subjects and to the likelihood of greater integration. Incidentally these factors clearly have important implications for GCE A-level also which is likely to narrow in both scope and clientele unless positive steps are taken to prevent this and this seems unlikely in the present political and economic climate.

5.10 The effect of all the points set out in the last two paragraphs is to make the school contribution to any new 17+ package both more necessary and more significant than was envisaged in Examinations 16–18 and this will have important implications for both the design and the operation of the package if it is to adequately reflect the balance of interest involved.

5.11 Another important new factor has been the changing attitude of students, parents and employers to the value of a traditional examination certificate with its record of subject based achievements set out in terms of lettered or numbered grades. It is now no longer possible for teachers to convince students that a GCE or a CSE certificate is a passport to employment. Employers, particularly those who recruit locally – and despite increasing mobility the majority still obtain their first job in the area in which they live and received their schooling – are becoming increasingly interested in the personal characteristics of those whom they might choose to employ. Will they work well with others? Will they be polite? honest? and punctual? and so on. Such information can be and is being obtained from schools but not through examination grades in specific subjects. Indeed subjects other than English and Mathematics have little relevance to most employers and even these two are usually used (erroneously?) as surrogates for proficiency in the basic skills of literacy and numeracy. The effect of this changing attitude is two-fold; first to call in question the current methods of presenting information about examination performance and second to call in question the value and relevance of what is being assessed. Any educational provision made for post-16 students is, therefore, likely to be looked at by them with an extremely critical eye in relation to its appropriateness for their needs. This will apply with equal force to the recently announced Youth Training Scheme (A New Training Initiative – A Programme for Action – Command 8455) whose implications for the education service as a whole are as yet unclear as well as to any new 17+ pre-vocational courses. If provision is seen to be relevant and to open doors it will attract customers, if not it won't.

5.12 In the light of the points made so far it would seem essential that any new course and assessment package at 17+ should be capable of

(a) meeting a very wide range of student needs;
(b) catering for a very wide range of student abilities;
(c) operating successfully in a wide range of educational institutions acting on their own or in co-operation;
(d) promoting student and staff development through a programme of ongoing evaluation.

5.13 Flexibility is, thus, of the essence. No specific mention has been made in these four criteria of meeting the needs of society; clearly no 17+ package can ignore this issue least of all at the present time. It is, however, something which ought not to be defined as is so often the case today in party political terms and in relation to fitting round people into round work holes. The future will contain fewer and fewer work holes let alone round ones and the needs of society will increasingly require entrepreneurs, people with transferable skills, people who can communicate with and relate to others and people who can make good use of their ever-growing leisure time. This is a tall order for any educational system and demands a curriculum which widens opportunities instead of closing them and emphasizes student learning as an ongoing and lifelong process. As such it will have to lay great emphasis upon the promotion of general and social skills and upon a systematic programme of staff development. In the creation of such a curriculum, the early period of post-compulsory education at present usually conceived of in age terms as 16–19 is of particular importance. It is essential moreover that we look at the education of all students as a whole and not in piecemeal fashion. Political and institutional feuding will, therefore, need to go.

5.14 If the four points in Paragraph 12, and the rather idealistic statements which follow them form acceptable criteria upon which to construct a 17+ package the two important questions need to be asked. First, how far do the government proposals for 17+ contained in 'Examinations 16—18' meet the criteria and if they do not what changes are needed to try and ensure that they do? The need to ask and to try and answer these questions is particularly important at the present time since a further government statement on 17+ is imminent.

5.15 'Examinations 16–18' comes out firmly in favour of a 17+ pre-vocational examination broadly along the lines recommended by 'A Basis for Choice' that could be taken by young people attending either schools or colleges. It further reinforced its essentially FE solution to 17+ by suggesting as 'a preliminary assessment' that the new examinations should be co-ordinated (although it is vague about what it means by co-ordinated) by one of the FE examining/validating bodies and by specifically excluding the GCE and CSE boards from its development. About methods of assessment for 17+ the government paper says absolutely nothing. It was argued in the earlier part of this paper that the numbers of candidates for 17+ and their ability range was likely to be considerably greater than the government had envisaged in October 1980. In consequence the involvement of schools would also be much greater and this ought to be reflected in the construction and operation of the package. In order therefore to answer the two questions posed in the previous paragraph it will be necessary to look at the proposals in ABC and see to what extent they require modification in order to meet the outlined criteria. This as already indicated will be done with particular reference to the school situation. Obviously both the criteria and the argument are themselves open to challenge as is the decision to use ABC as the basic model for 17+. It is the author's contention, however, that the facts will bear the interpretation put upon them here and that ABC represents much the best basis for going forward although as 'Examinations 16–18' itself suggests, this does not mean its proposals are entirely appropriate as they stand. The look at ABC will be directed to four specific aspects – the curriculum framework, co-ordination, methods of assessment, and certification.

5.16 The curriculum framework proposed in ABC consists of three elements. First a common core (core studies) weighted at 60%. This is spelt out in terms of 12 broadly based general aims each of which contains a substantial number of specific objectives described in varying combinations of experience and performance. Secondly vocational studies (20%). These are related to a general area of employment to which the student has 'indicated an informed inclination'. Thirdly there are job specific studies (20%) designed to provide opportunities to learn some of the skills and practices of a particular job (garage hand, carpenter, typist, and so on) or a limited range of jobs.

5.17 The curriculum and its associated assessment is, of course, a total package spelt out in terms of a framework which permits a considerable potential degree of flexibility and a capacity to take account of regional and local conditions. This approach accords with normal FE practice but is much less familiar to schools. As far as 17+ is concerned the crucial question is how specific and prescriptive this framework ought to be. 'Examinations 16–18' is vague on this as on so much else but paragraph 11 states: 'In their (the government's) judgement the proposals for a single subject examination with no required core of syllabus content apart from communication and numerical skills assessed as English and Mathematics are not fully appropriate to the needs of the target group.' (It is interesting that the word 'fully' was used.) This suggests the possibility of a grouped certificate in the sense that certain things have to be done or covered perhaps at a defined level before a certificate is issued. As far as the ABC proposals are concerned it would be perfectly possible to look at grouping in a number of different ways. It could relate for example to the three basic components of the framework and require all three to be undertaken without spelling out in too much detail what had to be covered within each. It could require all or some of the aims and objectives in the three parts to be met in full. It would also be perfectly possible to spell out the grouping requirement for the core studies in quite specific subject terms. DES officials, for example, always seem to regard grouping and subjects as synonymous terms; whether this is because most of them are the proud possessors of School Certificates is not entirely clear. They appear not to see it in terms of the mastery of specified skills or concepts for which purpose different content and hence different subjects could be used. It is clear ABC envisages the framework as being met in relation to quite specific objectives spelt out in terms of experience and skills. In consequence all courses must show evidence of their capacity to meet these if they are to be approved and the assessment/certification process is designed as a checklist to indicate both coverage and levels of performance.

5.18 What are the implications of such a package for schools? First as far as the core studies are concerned it is clear from both 'ABC in Action', a Report from an FEU/CGLI Working Party on the piloting of 'A Basis for Choice' 1979–1981, published in September 1981, and from enquiries by the Southern Regional Examinations Board in relation to its CEE Modular provision, that the core objectives could all readily be met by schools using existing examination provision, mainly CEE. It is also clear from the work of a group of Sheffield schools using the Schools Council 16–19 Geography Project that a single subject could meet a substantial number of the core objectives (in this case over one-third) although not necessarily to the same degree. The major problem has turned out to be that of overkill, that is to say over-coverage of certain of the objectives rather than underkill or inadequate coverage although obviously both can occur. The key question, however, is not whether all students can logistically cover all objectives but whether it is helpful or necessary for all to do so. What of the students, for example (and there are a considerable number of them) who stay on after the age of 16 more often than not in a school either from choice or because there is no convenient FE provision, in order to acquire the additional one or two GCE O-levels needed to obtain some quite specific qualification in which they are interested. These students will still exist after the common system at 16+ is introduced; indeed this paper has argued that there may be more of them. If the conditions of the 17+ package require all objectives to be met then such students could be required to repeat on quite a large scale work

that they have already undertaken and thus devote less time to work in which they are specifically interested. If maximum flexibility is to be available for all students then any17+ package must permit the taking of single subjects. One obvious and interesting way of dealing with this problem although it would also be time-consuming would be to build up a system of exemptions based upon an analysis of 16+ syllabuses using for the purpose the national criteria against which the syllabuses had been designed. This, of course, assumes that the national criteria are both clear and specific and that they are carried through in practice in the syllabuses. Such an approach also has implications for national curriculum control. The question of exemption from meeting objectives as a result of previous performances occurs in another form in relation to basic skills of literacy and numeracy. It seems eminently reasonable that any 17+ core should require all students to show evidence of mastery here although at what level is far from clear but should performance (again at what levels) in 16+ English and Mathematics allow exemption?

5.19 In the light of these issues (and much more could be made of them), might it not be desirable to look at the whole question of compulsion in another way? If the certification process indicates what has been undertaken and what has not been undertaken in the form of a check list then it would be perfectly possible to have a 'not attempted' column for those objectives which had not been covered. It would then be up to users of the certificate to decide whether or not the evidence presented positively or negatively was appropriate for their purposes. It would be useful incidentally for any17+ certificate to contain space for the recording of performance in earlier examinations if the students wished this to happen. In this way the user could be given a more balanced picture over time upon a single document.

5.20 The vocational and job specific studies highlight a different and much more significant issue; that of the basis upon which we ought to be defining the needs of society for the 1990's and beyond and hence that of any curricula designed to reflect and meet these needs. As such it is not an issue peculiar to schools or further education but one which concerns education as a whole and the ways in which it is presently conceived and organised. Any realistic analysis of the future must surely suggest that the time has now come to abandon the work ethic as the basis for such a definition. What society is likely to need for the foreseeable future is not people who will work in the sense of being in full-time paid employment for forty years but people who will contribute to improving the quality of life for all. Thus the key question in assessing an individual's worth in the future ought not to be 'What do you do' but 'What are you contributing?' Such a notion may well appear unrealistic and is, moreover, likely to be politically unacceptable at a time when both major parties regard the reduction of unemployment as their major vote catcher. Toxteth and Bristol were not, however, just the result of unemployment.

5.21 Children who are already in school today, whatever improvement may take place in the economy, are not going to live their lives ina world in which they will be able to join a firm or a company at the age of 16 or 18 or 21 or whatever with the confident expectation of staying there until they retire. Most of them will almost certainly be in and out of paid employment and will be changing from from one job to another. The existing structures of society will in consequence be far less directive and supportive than they are today – implications of this for the organisation of schools will be significant. The curriculum framework proposed in ABC reflects in some degree these flexible requirements particularly in the core studies. Throughout however and notably in the job specific studies there are experiences and skills which are related quite specifically to the world of work, and to the work ethic. Interestingly other studies commissioned by the FEU, notably 'Developing Social and Life Skills' (January 1980) and to some degree also 'Beyond Coping: Some Approaches to Social Education' (August 1980), concentrate upon a much less work orientated society but these have not left their mark upon ABC to the degree which one might have anticipated perhaps because of their later publication.

5.22 What skills and experiences ought a curriculum concerned to promote a 'contribution ethic' aim to develop? Two terms which have crept into the literature recently 'Social and Life Skills' and 'Coping Skills' convey the flavour of what is wanted but they need much more specific definition and require much more investigation into how they might best be taught and learnt. 'Developing Social and Life Skills' attempts as it were a first draft definition which is worth following up. It sees Life Skills as the all-embracing term of which Social Skills and Coping or Life Management Skills are sub-sets. Social Skills involve the whole gamut of behaviours and judgements which are necessary in order for people to interact smoothly with other people. Coping Skills on the other hand do not necessarily involve people at all. Instead they embrace all the bits of information, behaviours and actions necessary to enable people to go about their daily lives and take appropriate decisions. It follows from this that the whole area of social education and the development of what is coming to be called political and economic literacy ought to form part of any 17+ curriculum. Basic skills particularly in relation to communication, here used in its broadest sense to cover any medium through which one human being communicates with another (and not assessed in isolation by means of multiple-choice items!) and to keyboard competencies ought also to form an essential component. Crucial also is the need for a continuous and integrated guidance programme. It is not possible here to develop these points in the detail required for a curriculum framework. Indeed in many areas we are still groping towards definition. We still know far too little about how to teach skills and concepts and how to assess whether or not they are being mastered and to what degree in order to continually improve the teaching/learning process. More seriously we still know remarkably little about how children learn and until we know more teaching is likely to remain a relatively inefficient and only partially effective process with a tendency to concentrate on what is easiest to teach and to assess namely the acquisition of information.

5.23 ABC is a bold attempt at defining a 17+ curriculum framework which has a much wider applicability than its authors probably originally envisaged – hence its importance. The model it uses, that of general aims and more specific objectives

– the latter amplified in terms of experiences and skills, without any attempt to indicate a hierarchy or relative values – provides a solid foundation upon which a wide range of different courses can be built. Some reappraisal is, necessary however, for schools at least. The three-fold division as it stands is likely to prove over rigid and there is a clear need to look at ways in which options tailored to meet local needs can be incorporated within an integrated curriculum package. This will inevitably require a detailed look at the whole question of prescription and grouping on the lines suggested in Paragraphs 5.17 and 5.18.

The remainder of this contribution will concentrate briefly on the three other specific aspects of ABC referred to earlier namely Co-ordination, Certification and Methods of Assessment. Deficiencies in any or all of these three areas could markedly reduce the effectiveness of the proposed framework and lead to serious mismatches. They must dovetail smoothly together and ensure that the total package is all of a piece.

5.24 Most public examining in this country is based upon what one might call a syllabus construction model. In this the examining agency or board develops usually in consultation with teachers a series of syllabuses (again using the term to include aims, objectives, content, concepts, skills and assessment). These are then published and made widely available to interested parties. The agency assesses these syllabuses, marks or grades the resulting work and issues results to those who enter. The co-ordinating process usually comes from the centre and takes such forms as an agreed national grading scheme or scrutiny of marked work or guidelines for the approval of syllabuses. Co-ordination can also be self imposed in which case it would probably involve inter-board exercises designed to look at common standards. The GCE Boards provide the classic example of this model. There is substantial inter-board activity whilst a measure of central control is exercised in part directly by the DES through national gradings schemes and an underwritten certificate and in part indirectly by the Schools Council (as the DES's adviser) through syllabus approval and marking scrutiny at A-level. The advent of CSE has slightly loosened the model in recent years. There has, for example, been much direct involvement by teachers notably in the assessment of their own students and Mode 3 has presented institutions and individuals with the opportunity to devise and assess their own courses subject to 'moderation' by the examining agency. Despite these changes, however, the basic characteristics of the model have remained largely unaffected.

5.25 In recent years however an alternative has appeared which might be called the course approval model. CNAA represents one example of this but as far as examinations in this country are concerned BEC and TEC provide the best examples. Here the prime purpose of the examining agency is to validate courses submitted to it for approval or to accredit institutions or individuals to run courses which it will underwrite. The co-ordinating process thus lies at the beginning with the course rather than at the end with the student's result. The conditions laid down for course approval (which may of course be nationally imposed) can of course vary greatly in their extent and rigour. At one extreme they could involve a continuous monitoring process culminating in a scrutiny of student work, whilst at the other a course might be approved for a period of years and allowed to run unchecked during that period. In practice the actual procedures for course approval would lie somewhere between these extremes. The description of these two models has been rather oversimplified; the actual operation of many examining agencies involves elements from both. The primary distinction between the two however lies in the extent to which the examining agency acts or is able to act as a curriculum developer and stimulator. This is much easier to undertake with the course approval model than it is with the syllabus construction model and it is the former which must be used for the co-ordination of 17+. No other approach will meet the needs of a curriculum framework of the kind outlined in ABC and discussed earlier in this paper.

5.26 *Examinations 16–18* perhaps hinted at this when it used the phrase 'examining/validating bodies' when referring to co-ordination. Talking about a national course approval system is one matter, actually devising it is another. One thing however, is certain; it is not a practical proposition to expect a single body however strengthened to undertake the work on its own. This is particularly relevant if that work is to involve any form of co-ordination in relation to assessment, or is going to concern itself with submissions from individual institutions (which a flexible framework ought to encourage). One has only to look at the work (not to mention the annual budget) of the Victorian Institute of Secondary Education (VISE) which undertakes these tasks for the state of Victoria in Australia, to appreciate the size and complexity of the operation. It is also economically not feasible at the present time to establish a new co-ordinating authority (quangos are not in fashion). Use will, therefore, have to be made, as *Examinations 16–18* suggests, of existing agencies. Having regard to these practical and political constraints the best solution would be to establish a two-tier structure. The first tier would consist of those existing examining agencies which were interested in being involved; the most likely would appear to be the five 16+ examining groups (a far more sensible and economic use of resources than the involvement of separate GCE and CSE boards), BEC, TEC, the RSA and CGLI. The second tier would consist of a validating or co-ordinating body based upon an existing examining agency for administrative purposes but strengthened by personnel (perhaps on secondment) from the other agencies involved. The work of the first tier would lie directly with schools, colleges and LEA's and would be concerned in the first instance with the preparation of courses designed to meet the agreed framework. These courses could either be based on individual submissions or devised by the agencies themselves. The second tier would consider, approve, amend or reject the proposals received from the first tier agencies. It would then be the responsibility of the latter to undertake the actual arrangements for the assessment of the course and for certification of the students, subject to any controls which might be imposed by the former or any scrutiny which it might wish to undertake itself. The second tier co-ordinating authority should be kept as small and as economically organised as possible and should be funded by a per candidate subvention on the fees. Such a system ought to be capable of stimulating and guiding curriculum development, of evaluating on a continuous basis the courses which result

from that development, and of controlling and certificating the assessment of those taking the courses. In so doing it would meet the criteria suggested earlier in this paper. One further point needs mentioning before considering certification and assessment methods and that concerns the need to keep the framework against which the courses are to be judged under constant review. This essential function ought to be part of the responsibilities of the second tier agency.

5.27 On certification, ABC is at its best and *Examinations 16–18* at its limpest (if saying nothing qualifies one to be called limp). The worst possible thing for a curiculum framework of the kind suggested and needed for 17+ would be a form of certification and methods of assessment which placed their main emphasis upon reliability and the use of grades – both traditionally favoured by the DES. The authors of ABC were absolutely right to insist on a profile as the only possible approach. Profiles are, of course, very much the in thing at the present time and figure largely in discussions about examinations and assessment. Their problems and possibilities are, however, only slowly being grasped. A profile implies an outline or representation of separable (although not necessarily separated) elements and levels, usually skills, behaviours, tasks or attitudes. Take, for example, the FEU's Draft Student Profile with its four levels and its eight elements. A profile is therefore concerned with providing more extensive and hopefully more useful information about individuals. As such it can either constitute a report or a record. The difference between these two terms is, however, crucial and in the view of the Education Resource Unit for YOP at Jordanhill College, Glasgow, is very often fudged. In its report 'Assessment in Youth Training. Made to Measure?' published in February 1982, the unit defines the two terms as follows:

> 'A report is judgement which outsiders can take as evidence.'
>
> 'A record is evidence on which outsiders can make judgements.'

It then adds 'A record is therefore open and a report closed,' and follows this up by going on to argue that most current profiles (including the FEU's) and the practices associated with their use are simply an extension of norm referenced labelling as used in public examinations. In such circumstances profiles are merely expanded reports and not records and label students as failures on a larger number of dimensions than other examinations.

5.28 If profiles are of the kind referred to in the last paragraph they certainly do not match up to the arguments put forward in favour of their introduction which place the main thrust upon recording and upon regular up-dating. Nor do they accommodate the stated needs for assessment at 17+ contained in public documents most of which argue for competency based on criterion referenced models. Take, for example, the following references in *the New Training Initiative. A Programme for Action* (Department of Employment Command 8455, December 1981). When talking about the record and review of progress as one of the five main elements in a one year training programme it states 'Each young person's progress will be recorded, reviewed and assessed as he or she goes through the programme. A document of progress will be given to the young person on leaving the programme and will record standards achieved in a way which is recognizable both to the young person and to potential employers'. Take also this reference in *A New Training Initiative. An Agenda for Action* (Manpower Services Commission, December 1981). 'Standards will need to be explicit, agreed, widely accessible, flexible, progressive and testable.'

5.29 Although we may argue about the appropriateness of the emphasis contained in these documents or about the directions which they postulate for the future education and training of those seeking to enter employment for the first time these extracts nevertheless constitute sensible criteria upon which to base recording. As such they raise doubts about the suitability of many current profiles and suggest important principles which any satisfactory system of profiling whether in schools or further education ought to incorporate. Crucial amongst these principles would seem to be the following six. Firstly that of negotiation between student and tutor/teacher. This implies the existence of specific and agreed contracts. Secondly the need to involve a wider range of people, including peer groups, in contributing to the profile than simply 'the teacher and the student'. Thirdly that character interpretations and personal characteristics should not form part of the recording system. Information in these areas will in practice emerge profitably and quite extensively from the nature of the negotiation and the ways in which agreed tasks are carried out and recorded. It should not, however, form a part of the public record. Fourthly that profiles should remain wherever possible in the possession of the student and should be completely open 'documents'. Fifthly that the across-the-board emphasis in profiles should be upon validity and not upon reliability although this ought not to mean that the recording system where it relates to particular tasks or specific activities is of itself unreliable. Nor does it mean that reliability in relation to recording is an insignificant issue. Finally there is a need to stress the ongoing nature of the recording system. This is in marked contrast to the terminal nature of almost all our current reporting practices; one of the results of this is to give the certificates which usually constitute the formal record of what has occurred a life of their own. Records unlike reports ought to be much more easily related to the period of time with which they are directly concerned and come in consequence to have their own inbuilt self-destruct mechanism which makes them disappear as other records become available.

5.30 The devising of profiles which embody these principles and others which may emerge as experience grows will inevitably place substantial demands upon staff time and training. The replacement of a norm referenced reporting model which labels students in relation to largely subject specific achievement by a criterion referenced recording model relating to more general skills with all that this implies will also require a very marked change of attitude on the part of those who teach. The pay-off, however, will come in the enhanced feedback which will be obtained from such a system and the consequential and inevitably positive impact this will have upon the professional development of the teacher.

5.31 If there is to be flexible certification then there must also be flexible methods of assessment with considerable emphasis upon coursework, upon assignments and upon observation. Informal rather than formal assessment should be the norm although this, it needs stressing, involves just as much careful preparation and hard work. The likely objectives of a 17+ curriculum framework make it almost certain that information about student achievement will come from a wide variety of people from both inside and outside the schools and colleges at which the student is studying. Crucial to the success of assessment and certification of the kind proposed here and in ABC is the willingness of those involved to undertake the necessary work. This raises the whole question of staff development and training. To date most attempts at extending the range of assessment used and the methods of presenting the information garnered from that assessment have foundered on three inter-related factors; erosion of will, lack of time and lack of training. This has occurred even when those concerned have been quite convinced of the usefulness and value of what they were doing. Staff development and the relevant provision for training are thus absolutely vital to the successful implementation of a 17+ package of the kind envisaged in ABC and must indeed form an integral part of the package itself.

5.32 This paper opened by referring to the current work on 16+ and expressed a considerable degree of pessimism about the outcome of the present work. If this pessimism is justified one of the results could well be the rejection of a formal examination system of the kind we have so long used for the majority of our students. The abolition or disappearance of such examinations would not however do away with the need to supply information about student performance or the need to evaluate the effectiveness of teaching or institutions – indeed they would increase it. A package of the kind proposed in ABC modified perhaps on the lines suggested in this paper could well provide an alternative solution which would be acceptable to students, teachers, politicians and the wider community. Moreover we may cease shortly to talk of 16+ at all because the age at which young people leave full-time education will be raised to 17 and beyond. The importance of a well designed and appropriate 17+ package is thus very considerable. It would be tragic, therefore, if we failed to harness its potential through an inability to involve both schools and further education in its development and operation.

6 Profiles in Preparation

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Profiles in Preparation

Introduction

6.1 What steps do we need to take to prepare profiles for the many purposes described elsewhere in this document? When we carried out the research and development work reported in *Pupils in Profile** we were sailing into uncharted waters. We were not aware of any systematic work in the preparation of the kind of profiles that we had in mind. We did however, follow standard practice in test preparation by having logical and empirical reviews of each aspect of the proposed profile. Since the publication of that book we have continued our work in several respects; first, profiling within subjects for formative purposes**; second, defining and assessing affective characteristics***; and third, finding out what teachers, parents, pupils and employers expect from school reports. In this article I outline the procedures which in the light of all our experience we believe are necessary in the preparation of profiles.

Defining the areas

6.2 The first task in the development of a profile system as indeed for any system of assessment is a decision about which areas are to be assessed. It would be trite to say that these areas should be those which are the objectives of the programme if it were not that the avowed objectives are frequently replaced by the assessable. It is easier to measure reading level and competence in basic arithmetic than to assess listening skill or the ability to use numerical skills in a practical context, so reading and arithmetic are measured and the real objectives are ignored first in the testing and then in the teaching.

6.3 The basis for the assessment should be an analysis of what the programme is intended to achieve. This process is complicated because what is taught is often at two levels. Frequently there is a content which is taught not for its own sake but as a means of developing skills or concepts. The content of history teaching varies very much from school to school. It may cover classical or medieval or modern periods. It cannot be the specific content that is thought to be essential. The content is a vehicle for the development of understanding of the historical process and an appreciation of how historical knowledge is acquired. It is easy to test childrens' knowledge of dates and historical facts and there is a risk therefore that items of this kind will figure prominently in the tests and the assessment of the underlying purposes be neglected.

6.4 The same difficulties are faced in the construction of a profile. It is easier to test and assess measurable skills which may be necessary vehicles for the programme and to omit the fundamental objectives because they would be too difficult to assess. If the profile includes only the former type of objective the conduct of the whole programme may come to be distorted. A recent national report* listed four sets of aims for secondary schools in Scotland. They are knowledge and skills related to traditional areas of the curriculum, general skills which run across the curriculum, specified attitudes and the preparation for life after school which relates to each of the other three but may have additional aspects to it. An adequate assessment system must cover all of these to ensure that a proper balance among them is maintained. The profile system developed for use in Secondary schools reported in *Pupils in Profile* covers each of these aspects of schooling.

6.5 A report may of course include material which it is not the function of the programme to develop but which the programme supervisor has an opportunity to observe. For example, a school record may include a child's height not because the school is expected to do anything about it but because this is the most convenient way of recording systematic information. A clear distinction must be made between those assessments which relate to the objectives of the programme and those which are there simply because a programme provides a useful opportunity to observe them. The initial decision about the areas to be covered by the profile is a matter of value judgements to be arrived at by consensus among those who will use the profile and those who will compile it.

6.6 A closely related task implicit in the previous discussion which must be carried out at the same time is a definition of the purpose of the profile. Is it for formative purposes, that is, as a guide to progress for students and teachers, to be used to revise some aspects of current practice or is it for summative purposes, that is, as a final report on the completion of the programme? Decisions about what to include and exclude will depend on purpose as will the definition of appropriate levels. *Pupils in Profile* describes a school leaving report. Its content

Pupils in Profile Hodder and Stoughton (1977)

**Diagnostic Assessment in Secondary Schools* Black H D and Dockrell W B Hodder and Stoughton (1982).

***Assessment in the Affective Domain* Black H D and Dockrell W B. B E R J (1980) 197–208.

**The Structure of the Curriculum* Scottish Education Department 1977.

therefore reflects not only what the school set out to do but what customers or consumers, including employers and tertiary admission officers as well as parents and pupils might wish to know.

6.7 Previous research in applied psychology and associated theories may be helpful. For example, in the field of manual skills, there has been a great deal of research and some theory development, both in Britain and in the United States.* It is frequently the practice when decisions are being made about areas or domains to be assessed to begin with the definition of the domains by a group of specialists. The second step is to seek a reaction to them by an independent group who might draw attention to gaps or overlaps. Finally, there is a review by representatives of the intended audience. It is a mistake to overlook this last step. Profiles are designed for communication. It is pointless to have a report that consists of areas which the recipients do not wish to know about and omit those which they do. It was for this reason that our Working Party included representatives of employers and the tertiary sector. Though much of our work had been devoted to the profiling of achievement within subjects, a crucial part of the scheme for formative purposes, it was excluded from the school leaving report because it did not seem to be relevant for summative purposes after the programme of study had been completed.

Definition of levels

6.8 After the period of negotiation among the interested parties, on the content of the profile is completed, there emerges a series of agreed areas. The next task is to decide whether assessments in these areas are going to be made at several levels. In driving tests for example, there is only one assessment made. It is in the jargon a pass/fail test, but in a situation of that kind a great deal of information is lost. The level of competence displayed by a learner driver might be so abysmal that the advice given would be to take a great many lessons. It might be on the other hand, that the level displayed was so close to being satisfactory that there were only one or two areas where further practice was needed. While this information is not necessary for a certificate to be issued it is extremely valuable for formative purposes. In many cases it is sensible to use this information by assessing at different levels. This is obviously the case during the course of learning where the information from the assessment can be used to guide learning and teaching, though it may not apply at the end of a course or programme. Where this kind of information can make a useful contribution to making decisions about the next step, be it a job placement or a further course of education or training, it should be included. The same kinds of issues arise with definition of levels as arose with areas. It is unlikely that levels of attainment which are appropriate during the course of learning will be the same as those used in a final report. Initial expectation will be low and early steps will be small. By the end of the programme actual attainment should be higher and the grades used may be related to external criteria as was the case in *Pupils in Profile*.

* *Diagnostic Assessment in Technical Studies* Black H D and Dockrell W B Scottish Council for Research in Education (1981)
'Evaluation of Learning in Industrial Education' Baldwin T S in *Handbook on Formative and Summative Evaluation* Bloom B S, Hastings J H, Madaus E F McGraw-Hill 1971

6.9 The appropriate number of levels will vary with the decisions to be made. Two or three levels may be sufficient. Six or eight may seem to be desirable. In *Pupils in Profile* and the subsequent studies we found that teachers wanted to make fine discriminations. We experimented with four, five and six grades. The problem with an odd number is that there may be a temptation to use the middle as a rag bag or 'don't know' category. When the teachers tried to arrive at agreed definitions of six levels they found the fine distinctions difficult to make. In particular, they found it dificult to discriminate among the middle categories. In practice there is a limit to the number of discriminations that can be made and for most purposes four seems to be the optimum.

6.10 A related decision is about standards. It may be appropriate to begin with definitions of attainment which are related to some set of criteria and then to see what are the sizes of the relative groups. It may be that by defining standards in advance in this way that a useful distribution of gradings may emerge. It may be acceptable that most people fall into one category, some into another and a few into a third. If the first group were those who failed to meet the standard and the third smallest group those who had met all the criteria, this distribution might be expected at the beginning of a programme before any instruction. If however, that distribution was found at the end, indicating that most students had failed to meet the expected standards, they might be thought to be unrealistic. Either the programme did not work for most of those in it or the original hopes were unrealistically high. It might be appropriate to rethink the standards. They might be unrealistic. It is important to recognise that the number in each group is a matter of judgement – judgement that can be revised. In this case the revision will be of expected standards in the light of experience. An alternative approach is to determine the size of the groups in advance and to let the standards of each level emerge. Experience would show whether the standards were appropriate.

6.11 In *Pupils in Profile* we recommended four levels with approximately equal number of students in each group. We did so for two reasons. First, this rectangular distribution gives maximum discrimination at all points and for formative purposes this seemed desirable. Second, at that time 16 year-old pupils, for whom the profile was intended, fell into four approximately equal groups, those continuing at school to take highers, those entering training with a FE component, those entering employment with a significant training component and those entering employment with no significant training component. The decision a pupil had to make about his future could be guided by the information in the profile. Therefore, for our summative purposes these levels were appropriate at that time. The definition of levels should be subjected to review by colleagues and by those who are to use the report in the same way as the categories themselves.

Specification of standards

6.12 Once it has been decided how many levels are needed there comes the process of spelling out what distinguishes the

youngsters falling into each of the groups. If it is a simple division between pass and fail, pass depends on being able to perform satisfactorily a series of tasks. A failure is not being able to perform some or all of them. In some cases the definition of a 'pass' will be in the hands of some outside body which sets standards. In schools the standards for subject achievement are in practice those of an examining body. The question in the mind of the users, pupils, employers or colleges is likely to be, how does this mark relate to SCE, GCE or CSE standards? Examination standards have a ripple effect down the school. Two or three years before O'grades, parents want to know whether a mark in a particular subject is sufficient basis for a certificate course or not. What does it indicate about likely success in the examinations? An external criterion of this kind is rarely available outside the formal curriculum. The definition of what constitutes a 'pass' or a 'fail' or level A or level B is usually in the hands of those compiling the profile. It is again a matter of concensus, of making explicit the general unspecified expectations.

6.13 Once there is a general agreement on the number of levels, we have used, in our more recent work, the crucial indices technique*. This procedure is derived from the work of Flanagan on critical incidents. We modified his procedure and gave it a different name to avoid confusion. All or a sample of those who are to use the categories write brief, one sentence, eight or ten word descriptions of incidents which clearly distinguish the behaviour at a particular level. Each person produces three or four incidents at each of the defined levels. The incidents are collected, randomized and distributed to all those involved who then re-classify the incidents. Those incidents which are accepted by all as representative of a particular level are retained. If there are two or three incidents at each level the process is complete but frequently there will be no incidents at the intermediate levels. The process is repeated until there is a satisfactory number of agreed incidents at each level, for each characteristic. This process takes time.

6.14 A single set of terms running across all aspects of the programme is obviously desirable so that assessments can be summed to give an agreed composite grade in for example, speaking or physical co-ordination. We found however, that in schools, teachers of different subjects had the opportunity to observe limited and different samples of pupil activity. Consequently we prepared and made available subject by subject guidelines which were different but equivalent. We found that definitions which were suitable for one subject were not suitable for another. The same circumstances did not recur across the curriculum. There are two questions therefore. What are the definitions appropriate for assessment in each set of circumstances in which the profile will be used? What general terms are to be used in a report? The same crucial incidents procedure for arriving at definition is appropriate for formative and summative purposes but as noted above if the assessments are to be used for formative purposes the definitions of what is satisfactory will vary during the programme to allow for learning.

...sessment in the Affective Domain Brock H D and Dockrell W B. B E R J. (1980) 7–208.

Feasibility studies

6.15 A draft profile has now been developed and it is ready for feasibility studies. That is, it should be tried in a situation as close as possible to the one where it will be used by a group of individuals who have not been involved in its preparation. This reveals ambiguities and weaknesses that had not been foreseen in the development process and may also suggest omissions. In the *Pupils in Profile* and the subsequent *Diagnostic Assessment* investigations we conducted our intial feasibility studies in only three schools. What we were then proposing was outside current practice and we did not know whether it would be possible for teachers to make the kind of assessments we had in mind. The evidence was of two kinds. What teachers did and what they said. The assessment forms were examined to see which categories, if any, were generally left blank. Failure to record assessments indicated difficulty in making them or unwillingness to make them. The pattern of use of the original form served as the basis for discussion with teachers about the difficulties they encountered. At this stage there were indications of difficulty, particularly of the need for more specific definitions of standards but they were not so severe that the Working Party decided to abandon the enterprise. These feasibility studies or pilot exercises proved sufficiently positive for the Working Party to proceed to the next stage of field trials.

Field trials

6.16 Field trials should be carried out in a wide range of circumstances. In the case of *Pupils in Profile* and *Diagnostic Assessment* that meant a larger number of schools, including some, but not all, of those involved in the field trials. The schools constituted a judgement sample including large and small, urban and rural, local authority and independent, horizontal and vertical guidance systems, selected to test profiles in as wide a range of circumstances as possible. A number of issues were examined. The issues themselves and the procedures used are described in more detail in *Pupils in Profile*. The feasibility studies had shown that the teachers could make the assessment but were they of any use within the schools? Assessments are made to be used and not stored in files. The conclusion from our questionnaires to the teachers was that the information was indeed useful. The second question was the reaction of those making the assessments, in our case, the teachers, to the profile. How did they react to the different aspects of the profile. How did guidance teachers who might be expected to make most use of some aspects of the profile react? Similarly how did the administrators who had borne the brunt of persuading teachers to participate, of distributing, collecting and collating the assessments react? For these purposes we used questionnaires, individual interviews and group discussion. It was on the basis of this information that some categories were dropped from the experimental profile. They also served as a basis for recommendations about procedures for collecting and recording the information.

6.17 What were the reactions of parents, pupils, employers and the tertiary sector? Group discussions were held at schools

with parents and pupils, and meetings arranged with employers and college principals and staff. This information too contributed to the decision about what should be included and what should be dropped from the proposed profile.

6.18 In the empirical analysis of the profile itself a number of questions were asked. To what extent were the categories used? Were some widely used, others by only a few teachers? Was the use sufficient to justify inclusion in the final profile? Were some categories used by one group of teachers but not others? For example, did both English and Art teachers assess listening and coordination, and if not, what were the implications for guidelines for different subject groups? What was the distribution of grades awarded? Had the distribution we intended actually been achieved? Had there been a comparable distribution of grades among the subjects as there should have been? These are tedious but essential questions during the process of evaluation.

6.19 A more fundamental question and a more difficult one to answer was 'is there a profile?' That is, were different grades given for different categories or was there a 'halo' effect, where students are seen as generally good or generally bad? If pupils are going to get the same mark on the various aspects of the profile there is no point in profiling. A single summative grade will say all that the teachers have to say. The analyses made in the study and their results are given in *Pupils in Profile*. Our conclusion was that 'teachers can and do profile'. That conclusion refers to the use of that profile by those teachers for that specific purpose. It does not follow that other profiles with other categories can be used successfully by other groups or indeed that the same categories are appropriate in different circumstances. The questions must be asked of every proposed profile on the basis of field trials before it is put forward for general adoption.

6.20 A further question is the degree to which teachers are consistent in their assessments and agree with each other. That is, are the assessments reliable? We concluded that a sufficient degree of consensus existed among teachers.

6.21 The final and crucial question is does the particular assessment measure what it claims to. Are the assessments valid? This is a question which must be asked individually of each category. Some of the original categories, for example aesthetic skills, were dropped from the profile because construct validity could not be demonstrated. For validity as for other questions related to assessment, statistical evidence is rarely definitive. It contributes to but does not pre-empt a decision which ultimately must be a matter of judgement. Statistical analyses are necessary but not sufficient. Even negative evidence may be misleading. The needle may, in fact, be in the haystack and it may be worth going back to look for it with other means. In the meantime, while judgement is suspended, the category may be excluded from the profile.

6.22 When these analyses have been completed it is possible to prepare a profile for use. There is a set of characteristics which are agreed to be important and which in practice prove to be viable. Levels of assessment have been so defined that the assessors can recognise them and agree with each other and most crucially for a profile it has been demonstrated that there is variation in performance on the various aspects. A profile no matter how attractive superficially which has not been subjected to procedures such as these should be treated as a basis for research. It should not be used in practice because it can mislead and may be less informative than simpler alternatives.

7 Profiles in Recruitment: the view of the Personnel Profession

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Profiles in Recruitment: the view of the Personnel Profession

Introduction

The Institute of Personnel Management (IPM) is the national organization representing the personnel profession. IPM members are employed in private and public organizations in all parts of Great Britain and Ireland. Their work is concerned with all aspects of manpower planning, recruitment and selection, pay and benefits, training and development, organization development, employee relations and employee services.

Personnel Manager's interest in student/trainee profiling

7.1 Selection decisions are amongst the most crucial an organization will make. Where young people are concerned, organizations are presented with information which is different in kind from the type of information an experienced adult can present. By the very nature of their jobs, personnel managers are often in the employment 'front line' in the education/employment interface. It follows therefore that personnel managers should be kept informed of developments in education and vocational education and methods and forms of its assessment in order to assist them in planning recruitment, selection and training strategies as well as in general schools/industry liaison activity.

7.2 In selection, to fill a particular job vacancy, employing organizations are seeking to discover whether a candidate possesses the skills, knowledge and attitudes judged to be required of the ideal job holder. A formal document describing these skills, knowledge and attitudes is called a 'job specification' or sometimes a 'job profile'. (A 'job description' is a different document; it describes the job itself. From a thorough description of a job, a picture of the ideal job holder can be drawn – a job specification.) Job specifications are not always written down; in smaller organizations or in organizations with less sophisticated personnel practices, the job specification may exist only in the mind of the individual trying to fill the job vacancy.

7.3 Young people may be employed to do a particular job or employed as trainees to fill one of a small range of jobs on completion of a training course. In either event, depending on the job to be filled, a more or less complicated and more or less individual job specification is drawn up – formally or informally (and even unknowlingly).

Thus, selection involves matching suitable candidates to particular job specifications. 'Suitable' means those possessing the required levels of skills, knowledge and attitudes.

7.4 In seeking evidence of a candidate's suitability, an employing organization will use the quickest, cheapest and most effective means available. Examination certificates alone have been found to be an unreliable predictor of future job success and give little information regarding specific skills, knowledge and attitudes; unlike experienced adults, young people can very rarely present further evidence of suitability in the form of an employment history. Information of two types is necessary to complement if not replace examination certificates:

- information concerning the young person's non-academic qualities and abilities;
- a good description of what a young person has done (relevant to employment) and details of how, and how well, he has coped with a variety of tasks (this could include academic work).

7.5 The personnel profession has devised (or borrowed, or adapted) a number of specific tools to extract this information. The most widely used of these – and, some would say, the most widely abused too – is the biographical interview. The purpose of all the information seeking is to build up a picture of the young person's suitability, backed up where possible by objective evidence.

The Survey

7.6 Following a pilot survey of 100 members in June 1981 the questionnaire attached as Appendix A was posted to a sample of 1900 members together with the Draft Student Profile Record (Appendix B) and an explanatory letter (Appendix C) in August 1981.

The 1900 members circulated included all members of four IPM branches representing four geographical areas and a random, geographically spread, fifth group. The four IPM branches are as follows:

South Hertfordshire
Leicester (and district)
Merseyside
Northern Ireland

By the closing date for replies, 754 responses had been received. This figure represents a 39.68 per cent reponse rate from the sample population. In the IPM's experience this can be considered a good response rate.

7.7 The five groups of responses – from the four branches and the random group – were first analysed separately. Few major differences between branches were revealed. This is not particularly surprising since, despite the wide regional differences in labour market structure, personnel professionals, like many other professional groups, have a certain common core of knowledge and perform certain common tasks irrespective of the location or the business of their employers.

7.8 In succeeding pages, totals for all groups are shown and where convenient or relevant a breakdown of the five separate groups is given. Totals are shown within a double typed line.

Results are presented in the order in which questions were set (see Appendix A).

7.9 At the beginning of the questionnaire respondents were asked for general personal information:

(i) name
(ii) position in employing organization
(iii) grade of IPM membership.

The purpose of (ii) and (iii) was to attempt to assess the seniority of respondents. At best, only an assessment is possible. 'Position in employing organizations' – a job title – can give only an impression of relative seniority in an organization. The same is true of 'grade of IPM membership' (though less true of the grades 'fellow' and 'companion'). A (simplified) breakdown of the grading structure is given in Appendix D.

Table 1

Grade of IPM membership

GRADE OF MEMBERSHIP	(1) 000		(2) S Herts		(3) Leicester		(4) Merseyside		(5) N Ireland		(6) Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Affiliates	0	0	16	9	14	10	9	3	3	5	42	6
Students	0	0	13	7	29	22	47	17	8	13	97	13
Associates	17	19	42	23.5	26	19	81	28	19	30	185	25
Members	39	42	76	42.5	49	36	114	40	27	43	305	40
Fellows	28	30	24	13	10	7	25	9	6	9	93	12
Companions	4	4	3	2	2	2	2	1	0	0	11	1
*K	4	5	5	3	5	4	7	2	–	–	21	3
TOTAL	92	100	179	100	135	100	285	100	63	100	754	100

*K = balancing figure; includes 'no answer' 'spoiled answer' 'unknown' and adjustment due to rounding
% rounded to nearest integer or half decimal point
000 = random group

Column 1+2+3+4+5=Column 6

The above conventions are used throughout the tables which follow.

7.10 *Table 1* (p.7) gives a breakdown of the numbers of responses from each of the five groups (four IPM branches and a randomly slected group) and a further breakdown of the grade of membership of respondents. The bottom row (horizontal lines = row) of Table 1 shows the number of responses from each geographic group. Column 6 (vertical lines = column) of Table 1 shows the number within membership grade for the whole respondent population (Column 6 = Columns 1+2+3+4+5).

7.11 The total number of members in membership of particular grades of membership (and within IPM branches) are not, of course, static figures but subject to marginal, monthly adjustment. The proportion of corporate to non-corporate members is undergoing a gradual shift largely due to the IPM's current programme of membership development.

For comparison, the final column of Table 1 (percentage within membership grade for respondent population) is reproduced here alongside the percentages within grades for total IPM membership – *Table 2*.

Table 2

	Respondent population – percentage within grade	Total IPM membership percentage within grade*
Affiliates	6	8.5
Students	13	30
Associates	25	26
Members	40	27.5
Fellows	12	7
Companions	1	1
K	3	0
	100%	100%

*as at 16 October 1981

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7.12 Table 2 shows that rather more corporate members than non-corporate members responded to the questionnaire; more 'members' and fewer 'students' than might have been expected given the percentages for the whole IPM membership population in the second column.

7.13 It is not possible to generalize about a typical student member, however, he would probably be a personnel *officer* or training *assistant* rather than a personnel or training *manager*. A member, by definition, on the other hand, will have 'completely performed executive or advisory duties in personnel management for at least five years'. He will probably be a personnel/training/employee relations/etc *manager*.

7.14 Having made this assumption, it would appear that the majority of respondents hold established, middle to senior level posts in the personnel profession. This assumption can be backed up by a review of the responses to 'position in employing organization'. A wide variety of 'personnel' titles are used in industry and commerce. Generally, the term 'manager' is used to denote a higher level of seniority than 'officer' or 'assistant'. Far more of the former appeared in the returned questionnaires.

Table 3

QU.1 Please indicate the type of business of your employing organization (or your last organization if you are retired or unemployed).

	(1)		(2)		(3)		(4)		(5)		(6)	
INDUSTRY SECTOR	000		S Herts		Leicester		Merseyside		N Ireland		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Food, Drink and Tobacco	3	3	8	5	15	11	40	14	13	21	79	10.5
Chemical and Allied Industries	3	3	24	13	5	4	25	9	0	0	57	7.5
Metal Manufacture	6	6.5	0	0	4	3	8	3	0	0	18	2.5
Engineering and Electrical Goods	13	14	24	13	26	19	34	12	3	5	100	13
Shipbuilding and Marine Engineering	0	0	0	0	0	0	1	0.5	2	3	3	0.5
Vehicles	0	0	0	0	0	0	5	2	2	3	7	1
Metal Goods	7	8	0	0	2	1.5	3	1	0	0	12	1.5
Textiles	0	0	2	1	10	8	1	0.5	5	8	18	2.5
Leather, Leather Goods and Fur	0	0	0	0	0	0	0	0	0	0	0	0
Clothing and Footwear	0	0	0	0	5	4	1	0.5	2	3	8	1
Bricks, Pottery, Glass and Cement	0	0	2	1	2	1.5	9	3	0	0	13	2
Timber, Furniture	0	0	0	0	0	0	1	0.5	0	0	1	0
Paper, Printing and Publishing	6	6.5	13	7	0	0	9	3	0	0	28	4
Other Manufacturing Industries	3	3	5	3	5	4	8	3	3	5	24	3
Construction	6	6.5	13	7	2	1.5	6	2	2	3	29	4
Gas, Electricity and Water	6	6.5	6	3	8	6	12	4	3	5	35	4.5
Transport and Communication	6	6.5	9	5	6	4	9	3	0	0	30	4
Distributive Trades	6	6.5	18	10	2	1.5	17	6	2	3	45	6
Insurance, Banking and Finance	7	8	5	3	3	2	9	3	5	8	29	4
Professional and Scientific Services	0	0	9	5	6	4	9	3	0	0	24	3
Public Administration	17	18	13	7	22	16	37	13	13	21	102	13.5
Miscellaneous Services	0	0	5	3	2	1.5	15	5	2	3	24	3
Other	3	3	18	10	8	6	25	9	6	9	60	8
K	0	1	5	4	2	1.5	1	0	0	0	8	1
TOTAL	92	100	179	100	135	100	285	100	63	100	754	100

7.15 Approximately three-quarters of all respondents were men. Males outnumber females in the IPM's senior grades of membership (and significantly so in the older age groups). There are a number of reasons why this is so but it would be inappropriate to discuss them here.

7.16 The relative seniority of the respondent population is therefore *indicated* by the following factors:

- more members than students and more corporate than non-corporate members replied to the questionnaire than might have been predicted by reference to overall membership statistics;
- more males than females replied;
- job titles referred more frequently to personnel (and functional) managers than to personnel (or functional) officers or assistants.

Type of Employing Organization

7.17 Respondents were not asked to give their employing organization's name. There were a number of reasons for this but chiefly because it was considered that respondents would be more likely to respond even if decreasing numbers of (or no) young people were currently being recruited (which it was suspected might frequently be the case) if they were not asked to specify which organization the questionnaire referred to. Further, the questionnaire seeks to discover the views of personnel professionals, not the practice of a few named organizations.

7.18 *Table 3* (p.12) gives an analysis of responses to question 1 of the questionnaire (see Appendix A): question 1 'Please indicate the type of business of your employing organization (or your last organization if you are retired or unemployed'.)

7.19 With reference to the qualifying remark in brackets '(or your last organization if you are retired or unemployed' the information asked for at the beginning of the questionnaire revealed that only three individuals completed the questionnaire with reference to their last organization, each of the three stated that they had retired in the last two years (ie between August 1979 and August 1981). Because of the smallness of this number and because of the very recent retirement dates, the three completed questionnaires were treated in the same way as all the others.

7.20 Column 6 of Table 3 shows that respondents represented personnel professionals in industry, trade and commerce, in public and private enterprises. In more general terms, the totals in Table 3 can be reduced as follows:

	Percentage of respondents
Manufacturing and processing industries	53
Public administration and services	22
Professional and miscellaneous services	6
Distributive trades	6
Insurance, banking	4
Other	9

7.21 The sample represented by the respondent population is, of course, a self-selected one. Those members most concerned with young recruits in their jobs are most likely to have replied. Manufacturing industries have traditionally been the largest employers of school-leavers particularly at the skilled manual and operative level. The decline of employment opportunities in manufacturing industries (due to the gradual restructuring of the labour market towards an increasing tertiary sector) has probably hit the unqualified or poorly qualified school-leaver hardest. The trebling of school-leaver unemployment (in the decade before this survey) partly reflects this trend. Manufacturing and processing industries, however, do still appear from this sample to be recruiting at the school-leaver level albeit in smaller numbers.

Table 4

QU.2 Please indicate the size of your employing organization (or your direct employing organization if multi-site) by number of employees.

	(1)		(2)		(3)		(4)		(5)		(6)	
Company size by number of employees	000		S Herts		Leicester		Merseyside		N Ireland		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
<500	17	18	39	22	34	25	72	25	23	37	185	24
501 – 1000	13	14	24	13	27	20	49	17	14	22	127	17
1001 – 2000	6	7	19	11	35	26	50	18	6	10	116	15
2001 – 5000	22	24	27	15	14	10	56	20	13	21	132	18
5001 – 10000	21	23	16	9	11	8	29	10	5	8	82	11
10001 – 20000	0	0	16	9	6	5	9	3	0	0	31	4
<20000	13	14	27	15	4	3	15	5	2	2	61	8
K	0	0	11	6	4	3	5	2	0	0	20	3
TOTAL	92	100	179	100	135	100	285	100	63	100	754	100

Size of Employing Organization

7.22 *Table 4* (p.14) gives an analysis of responses to question 2 of the questionnaire (see Appendix A): question 2 'Please indicate the size of your employing organization (or your direct employing organization if multi-size), by number of employees'.

7.23 Taking the mid-point of each category of organization by size, some three million workers are employed by the organizations, or sub-units of organizations, represented by respondents. The totals in each category (by size) are expressed as a percentage in the final column of Table 4: 56 per cent of respondents represent employing organizations, or sub-units of organizations, whose workforce is less than 2,000. (The figure for Northern Ireland is higher: 69 per cent.)

7.24 Irrespective of organization size, certain common tasks fall to the lot of the personnel function. In large organizations a team of personnel professionals may be employed as functional specialists, severally responsible for recruitment and selection, training and development, industrial relations, employee services and so on. In medium and smaller organizations (and in sub-units of large organizations) these functions may be combined. In the smallest organizations it is probably the managing director or general manager who takes responsibility for 'personnel' matters, as the need arises. It is to be hoped that the tasks themselves are undertaken in the same, professional manner whatever the size of the workforce (although abstruse or esoteric areas of work may call for the intervention of an expert, say, in dealing with legal matters). Organizations of all sizes must from time to time become involved in selection. All the organizations in the sample had been involved in the selection of young people in the last five years (from 1976 to 1981).

Recruitment of first appointment young people

7.25 *Table 5* (p.16) gives an analysis of responses to question 3 of the questionnaire (see Appendix A): question 3 'How many first appointment young people does your employing organization recruit each year (on average, over the past five years)?'

7.26 'First appointment young people' can be generally defined as school or college leavers between the ages of 16 and 19. They may possess examination certificates (up to 'A' level standard) or have no qualifications. They may have work experience through the Youth Opportunities Programme or similar schemes; they may have had a period of unemployment since leaving school/college.

7.27 Taking the mid-point of the categories of numbers of first appointments, some 37,000 young people are represented by the totals given in column 6. Many respondents noted that the number of recruits had declined over the period 1976 to 1981. At this stage, school and college leavers are generally recruited at six levels:

specialist and technical
higher grade non-manual
skilled manual
lower grade non-manual
semi-skilled manual
unskilled manual

7.28 Some degree of job induction and training is given at all levels. The training may be lengthy at the higher levels. Again at the higher levels, young people may be employed as trainees. Formal educational requirements are normally specified at the higher levels, they may not be at the lower levels.

Table 5

QU.3 How many first appointment young people does your employing organization recruit each year (on average over the past five years)?

	(1)		(2)		(3)		(4)		(5)		(6)	
Number of first appointments	000		S Herts		Leicester		Merseyside		N Ireland		Total	
	No	%	No	%	No	%	No	%	No	%	No	%
5 or less	17	18.5	26	14.5	34	25	66	23	24	38	167	22
6 – 10	5	5.5	26	14.5	16	12	54	19	6	10	107	14
11 – 20	13	14	19	11	31	23	47	17	5	8	115	15
21 – 50	13	14	18	10	26	19	29	10	10	16	96	13
51 – 100	17	18.5	16	9	7	5	24	9	6	10	70	9
101 – 200	5	5.5	21	12	10	7	12	4	3	5	51	7
>200	17	18.5	31	17	5	4	26	9	9	14	88	12
K	5	5.5	22	12	6	4	27	9	0	0	60	8
TOTAL	92	100	179	100	135	100	285	100	63	100	754	100

7.29 Given that the numbers of recruits is an average taken over five years, the numbers recruited by size of organization as a proportion of organization size seems fairly consistent at about 1 per cent.

7.30 For comparison, the final columns (numbers expressed as a percentage) of Tables 4 and 5 are reproduced here as *Table* 6.

Table 6

Size of Company	% of respondents represented	No. of recruits	% of respondents recruiting at this level
<500	24	<5	22
501 – 1000	17	6 – 10	14
1001 – 2000	15	11 – 20	15
2001 – 5000	18	21 – 50	13
5001 – 10000	11	51 – 100	9
10001 – 20000	4	101 – 200	7
>20000	8	>200	12
K	3	K	8

Who selects young people

7.31 *Table* 7 (a) and (b) (p.19) gives an analysis of the selectors in response to question 4 of the questionnaire (see Appendix A): question 4 'In your employing organization, who selects young people for employment?'

7.32 Since more than one functional specialist may be involved in selection it was possible to circle more than one number in response to question 4. Each 'circling' was recorded as one discrete response and hence the total number is greater than the number of respondents for each geographical group. The percentages represent the frequency with which functional specialists are *involved* in the selection process, both independently or jointly with others. The total percentage is therefore 100. Refer to the final *row* of figures in Table 7 (a).

7.33 Table 7 (b) shows to what extent selection is a joint process (refer to the final *column* of percentages in Table 7 (b)). Given that young people are frequently engaged as trainees, it was rather surprising to discover that selection is a joint process in more than half of the organizations covered by the sample. Experience suggests that even though *trainees* may be employed to fill one of a range of jobs in the future, the more specialized that range of jobs (ie lab technicians,accounts clerks, computer operators) the more likely that functional managers will wish to be involved in assessing the candidates'

Tables 7 (a) and (b)

QU.4 In your employing organization, who selects young people for employment?
Table 7 (a)

	(1)		(2)		(3)		(4)		(5)		(6)	
WHO IS INVOLVED SELECTION	000		S Herts		Leicester		Merseyside		N Ireland		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Personnel Manager/Officer	57	23	98	31	69	32	148	32	32	34	404	30
Training Manager/Officer	29	12	31	10	29	13	60	13	5	5	154	12
Recruitment Manager/Officer	28	12	24	7.5	16	7	54	12	10	11	132	10
Functional or Departmental Manager	59	24	72	22.5	44	20	83	18	10	11	268	20
Section Head of Dept. in which vacancy occurs	53	22	64	20	48	22	72	16	23	24	260	19
Office Manager	11	5	10	3	5	2	11	2.5	3	3	40	3
Other	6	2	0	0	0	0	20	4	11	12	37	3
K	0	0	19	6	8	4	11	2.5	0	0	38	3
TOTAL	243	100	318	100	219	100	459	100	94	100	1333	100

Table 7 (b)

Joint Selection	63	68	97	54	69	51	139	49	31	49	399	53
Single Selection	29	32	63	35	58	43	135	47	32	51	317	42
K	0	0	19	11	8	6	11	4	0	0	38	5
TOTAL	92	100	179	100	135	100	285	100	63	100	754	100

all-round suitability. At lower levels of recruitment, less sophisticated selection procedures may be considered appropriate and may not be considered to require the intervention of the personnel professional at the *selection* stage.

7.34 Joint selection does not therefore mean panel selection. Panel selection where young people are concerned is usually considered too daunting to the young person to be efficient. It is more usual, where the decision is shared, for a personnel professional to initiate the selection process, to do a certain amount of screening and to produce a 'short list' of candidates for the functional manager to interview.

7.35 Respondents were invited to indicate 'other' selectors, 3 per cent did so. This figure includes 'selection panel' in those cases where respondents did not otherwise indicate *which* functional specialists comprised 'joint selectors'. Additions to the list of selectors were suggested as follows:

Royal Navy – careers adviser
Nursing tutors
Apprenticeship board (Ministry of Defence)
Elected County Councillor
College principal

Each of these was mentioned no more than twice each.

Usefulness of Selection Aids

7.36 *Table 8* (p.22) gives an analysis of responses to question 5 (see Appendix A): question 5 'How useful do you consider the following selection aids to be in the process of selecting a young person for employment?' Table 8 is a summary table of the responses given by the five geographic groups with reference to the importance of individual selection aids; these are not reproduced here but may be obtained on request.*

Application form

7.37 Given earlier remarks concerning the necessity of producing a job specification in recruiting to fill any vacancy, it might follow that an application form tailor-made for each vacancy would be a valuable tool in selection. This is not the case. The purpose of the application form is to record the basic and essential data necessary to assist the employing organization in deciding whether or not to include an applicant in the selection process for a particular job. If he is included, details of the applicant's *personal history* recorded on the form will probably be used as a basis for questioning at an interview. If the applicant is offered and accepts the job, the *basic personal data* recorded on the form will be used in producing a personnel record relating to that individual.

7.38 It is important, however, that a special application form is devised for use by young people. Their lack of employment history means that other evidence of their suitability must be sought. Questions are frequently included relating to their interests and hobbies outside school or college. Space may be given for the applicant to write freely about himself and his interest in the job in the organization he is applying for. He may be asked about family circumstances – such details are intended to give an indication of the stability of home circumstances and the support he is likely to receive – which may be taken into consideration if lengthy training is to be given.

Table 8

QU.5 How useful do you consider the following selection aids to be in the process of selecting a young person for employment?

	(1)	(2)	(3)	(4)	(5)	(6)
ALL BRANCHES	Essential	Useful	Of Limited Use	Not Useful	K	Total
	%	%	%	%	%	%
Application Form	82	12	2	1	3	100
Application Letter	13	54	25	2	5	100
Biographical Interview	67	19	7	1	6	100
Selection Test Battery	9	39	33.5	9	9.5	100
Trainability Tests	6	40	31	9	14	100
Examination Results	26	59	12	1	2	100
School/College Personal Reports	19	50	25	3	3	100
Other Personal References	6	26.5	48.5	14	5	100
School/College Records of Achievement	11	57	25	3	4	100
Other	3	4	0	0	93	100

*Please send an SAE to Sue Wood, IPM

Details of school history, subjects studied and examination results are almost invariably required. General personal information is an obvious requirement; name, age, address, etc. Referees will usually be asked for, for purposes of verification and perhaps for further information, if required later.

7.39 Not surprisingly, 94 per cent of respondents considered the application form essential (82 per cent) or useful (12 per cent).

Application letter

7.40 The application letter may be used in much the same way as an application form. Depending upon the level of the job, notice may be taken not only of the facts presented but also of handwriting, grammar, spelling, clarity of expression and so on – the latter information is likely to be impressionistic to some extent, but may, nevertheless, be considered important.

67 per cent of respondents considered the application letter essential (13 per cent) or useful (54 per cent).

Biographical interview

7.41 The interview is the single most commonly used selection tool. The interviewer is seeking evidence of the candidate's suitability for a particular job or training opportunity. Despite its extensive use and much research, the interview remains an imperfect vehicle. Measures can be taken to remove some of the 'hit or miss' element from the interview. Structured interviews are probably most effective where young people are concerned. Given a real or notional job specification the interviewer must set out to compare the job requirements with the skills, knowledge and attitudes of the interviewee. Personnel professionals commonly use some form of interview schedule, typically that devised by J Munro-Fraser. In framing questions and prompting the interviewee, the interviewer will make frequent reference to the application form and letter in seeking evidence of the suitability of the candidate as compared with the job specification.

7.42 It is a very complicated and in the end subjective exercise – the interviewer will probably have to make his own mind up with regard to the candidate's 'perserverance', 'concentration', 'dependability' and so on, but he will be helped in so doing by asking questions (suggested by the candidate's school record, his hobbies and interests) intended to throw some light on the possession of such qualities.

7.43 Given the difficulties of using interviewing as a predictive measure, it was not surprising to discover that only two-thirds of the sample considered the interview 'essential', even though it is likely that 100 per cent of all the respondents' organizations regularly use it in selection.

Selection test battery

7.44 Whether selection tests are given depends largely upon the level of the job or training vacancy and upon the relative sophistication of the organization's selection procedures.

7.45 Where selection tests are used, not all organizations use professionally devised, verified and validated tests; many organizations devise specific tests of their own which are generally believed to have some predictive reliability if no-one is quite sure why. Tests are used to discover evidence of particular abilities and/or aptitudes; the following list includes typical areas which are investigated:

- numeracy
- verbal ability
- reasoning powers/logical thinking
- intelligence
- spatial ability
- personality factors
- mechanical aptitudes
- interests
- trainability
- speed and accuracy

The results of these tests are intended to be used with the more subjective information obtained at interview. Where large numbers of applicants are involved, selection test results may determine which candidates will be selected for interview and which rejected at this stage. In interviews following selection testing, the results are again used to compare the candidate with the job specification.

7.46 Where tests do not exist which are relevant to the performance of a job, or are relevant only indirectly, it is unlikely that organizations will use tests but search instead for other indications of probable successful job performance. Tests are probably most extensively used at the skilled manual level. They would probably not be used at all if objective information of specific abilities/aptitudes were available from some other source.

7.47 Only 39 per cent of the sample considered that selection tests were useful. 9 per cent considered them essential. It appears that tests are used for screening and to uncover information not otherwise available.

Trainability tests

7.48 Trainability tests are a recent innovation. Pioneering work in this area has been conducted by the ITRU.* As the name suggests the purpose of trainability tests is to discover at the selection stage whether a candidate is likely to benefit from training to the extent that he will be able, in reasonable time, to reach a required standard of performance.

* 'Trainability Testing'. Industrial Training & Research Unit. 1976.

7.49 Professionally devised, reliable trainability tests are, so far, available only for semi-skilled occupations where the training period is anyway relatively short. The high percentage of respondents who considered trainability tests useful (40 per cent) probably includes a number who class other tests (according to job demands) as tests of 'trainability'.

Examination results

7.50 If examination results were adequate predictors of job success, few employers would go to the trouble and expense of complementing this information with information gathered from the interview or from selection tests. Further, it seems to many personnel professionals that school/college leavers are not aware of the importance employers attach to non-academic criteria. Whatever the level of employment, and even where examination certificates are an unalterable requirement, an organization will look for evidence of the young person's all-round suitability, for example, his attitude to work, his interpersonal skills and so on.

7.51 The level of academic achievement required of young people differs according to the level of occupation and to the attitude of the recruiting organization. Examination results themselves perform different functions in the selection process:

- they may be a requirement of employment because of access to further education or professional training;
- they may be used as a predictor of future performance (eg if in the past *only* those with maths 'O' level performed successfully – whether there was some other shared characteristic or not – it is likely that maths 'O' level will become a requirement in the future;
- as a rule of thumb measure of intelligence or general ability; they are felt to be an 'objective test';
- as a rule of thumb measure of an applicant's perseverance/dedication/personal organization in achieving a set goal (the examination pass);
- to include an applicant in the selection process only if he possesses a given level of achievement or to exclude him if he possesses qualifications *above* or below this level;
- an *ad hoc* screening device if numbers of candidates are very large, ie setting a minimum level.

7.52 The more sophisticated the personnel function, the more likely are the personnel professionals to have a good working knowledge of the education system and the examination system – and hence, such organizations will be more confident in using exam results in selection.

7.53 In general, however, with reference to the six levels of employment (see Table 5), in the top three levels, a basic level of academic achievement is usually a requirement, it usually is not a requirement in the bottom three levels. Indeed, at lower skill levels it appears that academic achievement does not differentiate between the successful and less successful employee (ref. ITRU's A–Z study).

7.54 To seek a high level of achievement merely as a screening device, or without due reference to the actual demands of the job in question is unjustified and is probably inefficient too in screening out candidates quite capable of performing the job. (The same is true of selection tests; artificially raising the minimum acceptable standard makes using the test at all unnecessary.)

7.55 Examination results in themselves disguise a great deal of information. A maths 'O' level, grade C, does not relay information regarding an applicant's problem solving skills relative to his number-crunching skills, use of tables, agility with respect to mental arithmetic – any one of which skills an employer may be seeking.

7.56 The ambivalent attitude to examination results is reflected in the responses from the sample of personnel professionals. It is likely that a mixed group of managers in the same organizations would have responded in a different way, and would probably have regarded examination results as an 'essential' requirement far more frequently than did the personnel group. A number of respondents noted that although they had made a definite response, in practice, the degree of importance attached to examination results depends upon the job; there are some jobs which, despite a selector's professional opinion, demand a certain academic level. Examination results are *NEVER* used in isolation in the selection process.

School/college personal reports and other personal references

7.57 This information may be required to provide additional evidence of the young person's non-academic qualities and abilities.

Employing organizations may regard personal reports with a degree of suspicion. This may be because, in the case of young people particulary, school teachers and college lecturers tend to use a formula in completing references which does not adequately differentiate between individuals. If a printed form is filled in by the pupil's or student's teacher it may be that only very brief comment is given against each heading. Further, organizations are concerned that while information is given regarding the young person's strengths and abilities, insufficient data is given regarding his areas of weakness or difficulty. In cases where individuals concerned with recruitment and selection in organizations have established personal contact with the schools and colleges from which the organization regularly recruits, it is far more likely that the selector will value the personal reference. The most valuable reports are considered to be those which have been prepared for a young person *over a period of time* by teacher(s)/lecturer(s) who know him well.

A selector will make his own judgement with regard to the young person's non-academic qualities, it is certainly helpful, however, if the selector is provided with a sound base from which to work.

7.58 The cultures and value systems in educational establishments and employing organizations differ. The criteria by which young people are 'judged' also differ. It is certainly necessary for educationists and employers to come to terms with this in the providing and receiving of references if that which is to be recorded by the former is to be understood and appreciated by the latter.

School/college records of achievement

7.59 Records of achievement and personal references may be combined on one form. These two types of information are required for different purposes: to give an indication of academic and non-academic qualities and abilities.

7.60 Records of achievement are found to be particularly useful in the selection of young people whose examination results are not known and when the examinations are to be taken after the selection process. The record can give a reliable indication of the likelihood of an individual achieving examination success. In the selection of young people for higher level jobs, this indication may be crucial. Except where the possession of a certain number of examination certificates are an unalterable requirement of employment (because of access to further education or professional training), employing organizations will rarely made unreasonable conditional offers of employment to applicants they are otherwise satisfied with. That is, if an employing organization is satisfied that an applicant has the required level of numeracy, literacy, problem solving skills and so on, the further 'proof' of an examination certificate will not be insisted upon.

The less sophisticated an organization's own selection methods, the more heavily references of this sort will be relied upon.

7.61 Respondents were invited to list 'other' selection aids, 7 per cent did so. About half of these were refinements or admixtures of the listed aids.

examples of school/college work
general presentation
hobbies
weekend course – assessment centre
government training centre reports

About half included 'medical exam'. This had not been included in the selection aids listed in the questionnaire for the (rather technical) reason that medical fitness may be a selection *criteria* but was not considered a selection *aid*.

The FEU student/trainee profile

Usefulness of sections of the profile

7.62 *Table 9* is a summary of responses from all geographic groups to question 6 of the questionnaire (see AppendixA) question 6 'With reference to the FEU student/trainee profile, please indicate which sections would be of most and least value to you in the selection process'. (Tables giving analyses by section of profile for all geographic groups are available from Sue Wood, send A4 SEA.)

7.63 Four gradings were given in the question: 'essential', 'useful', 'of limited use', 'not useful'. The reasons why 'essential' and not 'very useful' was used for the top grading are as follows:

- 'very useful' was not considered sufficiently clearly differentiated from 'useful', the second grade;
- 'important' was considered too vague a term to use and, of course, has a different meaning from 'very useful';
- 'essential' was considered to be approximately the same (notional) distance away from 'useful' as 'useful' was from 'of limited use';
- 'essential' if ticked, implies that a particular section of the profile *would be used* by the respondent;
- it is consistent with other scales in the questionnaire.

The sample profile used is attached as Appendix B.

Attainments in the common core skills

7.64 Overall, this section was considered valuable although the following criticisms were recorded (in response to question 11, see Appendix A):

- respondents would have preferred a simplified format, for example, a visual presentation;
- the levels 'basic level → high level' were not clearly understood. The difference between the grades 1, 2, 3 and 4 appeared very wide in some cases. A continuous scale of some sort would be preferred;
- it appeared unnecessary to tick more than one grade (the highest) against each skill listed in the first column.

7.65 The skills listed included many of the basic skills which an employing organization would wish to investigate in the selection procedure. Depending upon the occupational level, some would be of more interest than others and in some cases further information would be sought about particular skills.

The language used allows a selector to translate descriptions into examples of applications of individual tasks in particular jobs. The descriptions facilitate this translation where a particular combination of basic skills are required.

81 per cent of respondents considered this section to be useful (46 per cent) or essential (35 per cent).

Application of skills in vocational area

7.66 In combination with the first section the 'application of skills in vocational area' was again considered valuable. The real examples of particular applications of basic skills are most useful. Examples of the application of both 'everyday coping skills' and 'learning skills' would be a useful addition. This

Table 9

QU.6 With reference to the attached FEU student/trainee profile, please indicate which sections would be of most and least value to you in the selection process.

	(1)	(2)	(3)	(4)	(5)	(6)
ALL BRANCHES Sections of profile	Essential	Useful	Of Limited Use	Not Useful	K	Total
	%	%	%	%	%	%
Attainments in the common core skills	35	46	14	2	2	100
Application of skills in vocational area	35	53	8	1	3	100
Core content – learning experiences	6	48	36	7	3	100
Job specific study, examples	18	61	15	3	3	100

section would be helpful to an interviewer as a starting point in investigating particular skill levels, strengths and weaknesses.

88 per cent of respondents considered this section to be useful (53 per cent) or essential (35 per cent).

Core content – learning experiences

7.67 This section is of less use at the job application stage than other parts of the profile. At lower levels of recruitment, a selector would not be concerned with whether or not the young person had pursued learning in the majority of the areas quoted.

7.68 This section would be difficult for a selector to use in determining whether an applicant had the necessary skills, knowledge and attitudes required in a particular job. The statements against each heading may be interesting and may help the selector form an impression but most are irrelevant in terms of job tasks. The statements are irrelevant largely because they are unspecific.

7.69 The list would probably be useful to a selector in drawing up an interview schedule, and depending upon the level of the job, some of the areas of learning in the first column would be of background interest to a selector in attempting to assess the 'employability' or all-round suitability of an applicant, towards the end of the selection process.

7.70 In broad terms, a selector is not only interested in what a young person has done but also in how well he has done it. The scales used seem inappropriate from this point of view. A continuous scale would be helpful, ranging from 'just competent' to 'outstanding performance (or understanding) levels.

48 per cent of respondents considered the section useful, 36 per cent considered it to be of only limited use.

Job specific study – examples

7.71 Potentially this is an extremely valuable section. An employing organization takes a great deal of notice of an adult's previous employment experience when selecting a new recruit for a job vacancy. It is because the young person cannot offer this information that a specially adapted application form, educational achievements, selection tests and so on are used to search for qualities and aptitudes which an adult can demonstrate by his past experience.

7.72 The sample profile (Appendix B) hints at the wealth of information which would be available as a 'work experience report' (which would be attached separately to a 'real' profile). Presumably, therefore, the tutor's comments are a summary, within categories, of the work experience hosts' reports. As a summary this section was considered essential by 18 per cent of respondents and useful by 61 per cent.

Comparative importance of profile with respect to examination results

7.73 *Table 10* gives an analysis of respondents' views of the relative importance of the profile with respect to examination results (see Appendix A, question 7).

7.74 Approximately half the respondent population considered that the profile would be as important as examination results. A further third of the respondent population considered that the profile was potentially more important than examination results. (The reverse was recorded by the Northern Ireland sample – approximately a third considered the profile as important and approximately a half considered it more important than examination results.)

7.75 Despite earlier remarks concerning employing organizations' reservations about too heavy a reliance upon examination results, it appears that they are nonetheless widely used in selection. It is open to question whether this result indicates that a profile would be used in conjunction with examination results, as an interpreting device, or whether it indicates that employing organizations are reserving judgement until they have experience of using a profile in a 'real' selection situation.

7.76 The final stage of the selection process is not the offer of a job to a selected candidate, it is the reviewing of that selection decision in the light of the new recruit's performance in the job.

Table 10

QU.7 In comparison with a candidate's examination results, how important would you consider a student/trainee profile of the type prepared by the FEU?

BRANCH	(1) 000		(2) South Herts		(3) Leicester		(4) Merseyside		(5) N Ireland		(6) Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Less important	22	24	29	16	14	10	46	16	10	16	121	16
Same importance	41	44.5	87	49	68	50	139	49	24	38	359	48
More important	29	31.5	56	31	47	35	91	32	29	46	252	33
K	0	0	7	4	6	5	9	3	0	0	22	3
TOTALS	92	100	179	100	135	100	285	100	63	100	754	100

after a period of time. Selection procedures are subject to continuous marginal refinement over time as evidence is collected of the performance of new recruits. The type of information which will be gathered includes the following:

- the rate at which recruits learn the job and achieve a given level of performance;
- the recruits' relative performance during a period of formal training;
- the recruits' ability to complete successfully formal educational courses, necessary to eventual job performance;
- the rate of wastage, that is the numbers leaving the organization;
- reports from supervisors regarding recruits' general suitability and ability to fit into a team or work group.

7.77 Data concerning a large number of recruits over several years will be analysed. If some problem area is highlighted the organization will take steps to discover its cause and to prevent its recurrence. This will include a critical review of selection requirements and the procedures to assess candidates' suitability with respect to requirements. In the same way that educational requirements are currently reviewed, profiles too must be reviewed after a period of use.

In order to assess the relative importance of examination results as compared with profiles *in practice*, it would be necessary to repeat question 7 after profiles had been in use for a number of years.

Comments regarding the length of the FEU profile

7.78 *Table 11* (refer question 8, Appendix ..) gives a breakdown of respondents' evaluation of the 'manageableness' of the FEU profile. Numbers and numbers expressed as a percentage are given for the five groups of respondents and for the totals for the five groups.

7.79 Overall, 69 per cent of the total consider the document to be of a manageable length, 28 per cent consider the document too long, and 1 per cent consider the document too short. Respondents were invited to indicate areas which could be omitted or areas which should have been included. In analysing the comments of those who considered the document too long, two clear conclusions may be drawn.

1. About two-thirds considered the document generally too cumbersome.
2. The Comments made by most of the other respondents indicated that it had not been clear that pages 2 and 3, and 4 and 5 were integrated and had been intended to

Table 11

QU.8 With reference to the attached FEU student/trainee profile, please indicate whether you consider the document: too long, a manageable length, too short.

BRANCH	(1) 000		(2) South Herts		(3) Leicester		(4) Merseyside		(5) N Ireland		(6) Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Too long	29	32	61	34	35	26	77	27	11	17	213	28
Manageable	63	68	108	60	93	69	205	72	52	83	521	69
Too short	0	0	3	2	3	2	2	0.5	0	0	8	1
K	0	0	7	4	4	3	1	0.5	0	0	12	2
TOTALS	92	100	179	100	135	100	285	100	63	100	754	100

be read together (ie that page 2 or 4 related to page 3 or 5 respectively).

In analysing the comments of those who considered the document too short (only 1 per cent) the items suggested for inclusion are listed:

students' attitudes
personality
interpersonal skills
school attainment, CSE and 'O' level grades
job experience, Saturday or holiday jobs
outside interests and hobbies
indicators of potential.

The contribution of the profile to aspects of selection

7.80 *Table 12* gives an analysis of respondents' views with regard to the contribution the profile would make to various aspects of the decision making processes in selection (see question 9, Appendix A). Table 12 is a summary of responses for all geographic groups within the suggested areas listed in the first column (full tables are available from Sue Wood, please send SAE A4).

7.81 A profile, or any other selection tool, would not be used in isolation. It appears that a profile would be valuable in contributing to selection decisions in the following ways:

- distinguishing between candidates 80%
- assessing suitability for a training course 72%
- assessing suitability for a particular job vacancy 83%
- analysing candidates' strengths and weaknesses 78%
- determining a particular training programme 70%

but less valuable

- in interpreting examination results 50%
- as career and progression planning source document 43%

Both the latter items could only be accurately assessed after a period of using profiles, and with particular individuals in mind.

7.82 Respondents were invited to comment on other areas of decision making to which they considered the FEU profile would contribute, 4 per cent did so. These suggestions can be summarized as follows:

personal target setting record
guide to interpersonal skills
interview planning
initial information for a training log
induction planning
identifying potential

7.83 Table 13 (see question 10, Appendix A) gives a breakdown of respondents' estimate of the overall usefulness of the FEU-type student/trainee profile. Numbers and numbers expressed as a percentage are given for the five groups of respondents and for the totals for the five groups.

Two-thirds of the respondent population considered that the profile would be of use as a selection aid, a further quarter of the respondent population considered that the profile would have some place in the selection process.

Conclusion

7.84 The weight which is given to a 17+ profile will depend upon the content and quality of the pre-employment course to which it refers, and upon the job and the level of the job for which an organization is recruiting.

Tables 12

QU.9 With reference to the attached FEU student/trainee profile, to which aspects of selection decisions do you consider that a profile would contribute?

	(1)	(2)	(3)	(4)	(5)	(6)
ALL BRANCHES	Essential	Useful	Of Limited Use	Not Useful	K	Total
	%	%	%	%	%	%
Interpreting examination results	6	44	33	10	7	100
Distinguishing between candidates	13	67	12	2	6	100
Assessing suitability for a training course	12	60	21	2	5	100
Assessing suitability for a particular job vacancy	24	59	11	1	5	100
Analysing candidates' strengths and weaknesses	22	56	15	2	5	100
FOR AN INDIVIDUAL WHO IS SELECTED						
Determining a particular training programme	13	57	20	4	6	100
Career and progression planning source document	5	38	41	9	7	100
Other	1	3	0	0	96	100

Table 13

QU.10 Overall, do you consider that a student/trainee profile of the type prepared by the FEU would aid you in the selection process?

	(1)		(2)		(3)		(4)		(5)		(6)	
	000		S Herts		Leicester		Merseyside		N Ireland		Total	
	No.	%	No	%	No.	%	No.	%	No.	%	No.	%
YES	57	62	119	66.5	82	61	190	67	50	79.5	498	66
LIMITED	35	38	42	23.5	39	29	77	27	11	17.5	204	27
NO	0	0	10	6	3	2	13	4	2	3	28	4
K	0	0	8	4	11	8	5	2	0	0	24	3
TOTAL	92	100	179	100	135	100	285	100	63	100	754	100

7.85 Selection of young people is notoriously a difficult area. It is particularly difficult now in view of the very large number of applications organizations receive from young people for most job and training opportunities. Selectors attempt to do their work quickly, cost-effectively, efficiently and in a manner which can be seen to be fair. To do this selectors attempt to assess, as accurately as possible, a young person's skills, knowledge and attitudes and to compare them with a job specification to find a close match. The material which is currently available for selectors' use in selecting young people is fragmented and much of it demands careful translation into terms which are meaningful in the working environment.

7.86 For these reasons it is considered that a 17+ profile of the type prepared by the FEU would be useful in selection in a number of ways:

- providing information about basic skills – the components of more complicated skills;
- describing in some detail what a young person has actually done (this could be further developed to give more information about relative performance levels)
- collating information in a standard format;
- providing information about the skills of those young people who have no other qualifications or experience;
- providing a sound basis for interview planning.

7.87 In the development of 17+ profiles it is to be hoped that a range of pre-employment courses covering a range of occupational areas can be offered and that the course orientation and standards and measures applied can be closely related to industrial and commercial orientations, standards and measures. Involving the student himself in compiling the profile would assist him in learning about such orientations before he enters employment.

Appendix A

SURVEY OF IPM MEMBERS' ATTITUDES TO STUDENT/TRAINEE PROFILES

Name _____

Position in employing organization _____

Grade of IPM membership _____

1. Please indicate the type of business of your employing organization (or your last organization if you are retired or unemployed).

Please circle the appropriate number:—

01 Food, Drink and Tobacco
02 Chemical and Allied Industries
03 Metal Manufacture
04 Engineering and Electrical Goods
05 Shipbuilding and Marine Engineering
06 Vehicles
07 Metal Goods
08 Textiles
09 Leather, Leather Goods and Fur
10 Clothing and Footwear
11 Bricks, Pottery, Glass and Cement
12 Timber, Furniture
13 Paper, Printing and Publishing
14 Other Manufacturing Industries
15 Construction
16 Gas, Electricity and Water
17 Transport and Communication
18 Distributive Trades
19 Insurance, Banking and Finance
20 Professional and Scientific Services
21 Public Administration
22 Miscellaneous Services
23 Other

2 Please indicate the size of your employing organization (or your direct employing organization if multi-site), by number of employees.

Please circle the appropriate number:—

01 Less than 500
02 501 – 1000
03 1001 – 2000
04 2001 – 5000
05 5001 – 10000
06 10001 – 20000
07 Over 20000

3. How many first appointment young people does your employing organization recruit each year (on average over the past five years)?

Please circle the appropriate number:—

01 0 – 5
02 6 – 10
03 11 – 20
04 21 – 50
05 51 – 100
06 101 – 200
07 over 200

4. In your employing organization, who selects young people for employment?

Please circle the appropriate number:—

01 Personnel Manager/Officer
02 Training Manager/Officer
03 Recruitment Manager/Officer
04 Functional or Departmental Manager
05 Section Head of Department in which vacancy occurs
06 Office Manager
07 Other (please specify) _____

5. How useful do you consider the following selection aids to be in the process of selecting a young person for employment?

Please tick appropriate boxes:—

	Essential	Useful	Of Limited Use	Not Useful
Application Form				
Application Letter				
Biographical Interview				
Selection Test Battery				
Trainability Tests				
Examination Results				
School/College Personal Reports				
Other Personal References				
School/College Records of Achievement				
Other (please specify) _____				

6. 6. With reference to the attached FEU student/trainee profile, please indicate which sections would be of most and least value to you in the selection process.

Please tick appropriate boxes:—

	Essential	Useful	Of Limited Use	Not Useful
Attainments in the common core skills				
Application of skills in vocational area				
Core content – learning experiences				
Job specific study, examples				

7. 7. In comparison with a candidate's examination results, how important would you consider a student/trainee profile of the type prepared by the FEU?

Please circle the appropriate number:—

01 Less important than examination results

02 About the same importance as examination results

03 More important than examination results

8. 8. With reference to the attached FEU student/trainee profile, please indicate whether you consider the document: (please circle the appropriate number)

01 Too long 02 Of a manageable length 03 Too short

If you circled 01 or 03, please indicate which information is not required or which is omitted.

9. 9. With reference to the attached FEU student/trainee profile, to which aspects of selection decisions do you consider that a profile would contribute?.

Please tick appropriate boxes:—

	Essential	Useful	Of Limited Use	Not Useful
Interpreting examination results				
Distinguishing between candidates				
Assessing suitability for a training course				
Assessing suitability for a particular job vacancy				
Analysing candidates' strengths and weaknesses				
For an individual who is selected:				
– determinging a particular training programme				
– career and progression planning source document				
– other (please specify.....				

10. 10. Overall, do you consider that a student/trainee profile of the type prepared by the FEU would aid you in the selection process?

Please circle the appropriate number:—

01 Yes

02 To a limited extent

03 No

11. With reference to the FEU student/trainee profile, we would be grateful if you would record: (a) your suggestions and comments as to how the profile can be improved, and (b) any criticisms of the profile.

(a)

(b)

12. Thank you for completing the questionnaire, we would be grateful if you would record any other general comments.

Please return to:

Mrs S Wood
Manager – Training and Development
The Institute of Personnel Management
IPM House
Camp Road
Wimbledon
SW19 4UW

Appendix B

A Draft Student Profile Record

SAMPLE

PROFILE REPORT : PRE-EMPLOYMENT COURSE

Name of student ..... Janet Jameson .....

Year of course ..... 1980/81 ..... Date of Birth ..... 12.9.63 .....

The above named person ~~is following~~/has completed a one-year pre-employment course at

..... Highfield College of Further Education .....

and this profile is a record of the nature of the course and ~~his/h~~er performance on it.

Name of Course ..... College Foundation Course .....

HOW TO USE THIS PROFILE

The profile displays the various levels which the student has reached by the end of the course, and records his/her learning experiences.
It should inform employers and others about the nature of the course.
It should be used as a guide to student progress during the course.
It shows the range of the student's abilities and skills, and gives a guide to their suitability for certain employment areas and/or further training.

Summary of attainment in basic skills

	Reading	Writing	Listening Talking	Calculations	Measurement	Graphs and Tables	Visual Understanding	Dexterity	Problem Solving	Coping Skills	Learning Skills
HIGH 1											
2	✓		✓					✓			
3		✓		✓	✓	✓	✓		✓	✓	✓
4 LOW											

A detailed guide to the student's attainment is given on page 1 and 2, and an indication of other learning activities is on page 3 and 4.
A report of the work experience undertaken as part of the course is attached* (*delete if inappropriate)
This profile can only summarise the major characteristics of the course. For further information regarding the course aims, structure content and assessment procedures please ask for Brenda Sood, Course Tutor.

NAME OF COURSE TUTOR RESPONSIBLE FOR COMPILATION OF PROFILE Brenda Sood.

MODERATOR: M. Hall

DATE: 28.6.81

(1.)

87

CORE(a)

ATTAINMENTS IN THE COMMON CORE

BASIC LEVEL → HIGH LEVEL

GRADE	4		3		2		1
READING	can understand simple notices, labels and short notes.	✓	can follow straightforward written instructions and explanations.	✓	can understand a variety of forms of writing if simply expressed, eg manuals, indexes, business letters.	✓	can abstract and interpret information (etc) from a variety of written sources, without help.
WRITING	can write simple notes for self and messages for others.	✓	can complete everyday forms and write simple instructions and standard letters.	✓	can write clear and accurate reports, and compose correct and appropriate non-standard letters.		can communicate both information and argument in written form, suiting style to audience and content.
LISTENING/ TALKING	can carry out simple instructions and can communicate at a conversational level with friends.	✓	can follow simple oral explanations, describe straightforward events, and deal with simple queries from strangers.	✓	can make a clear and accurate oral report, interpret more complex instruction and be effective on the telephone and at interview.	✓	adept at most kinds of verbal encounter, eg group discussions, making and dealing with complaints, public speaking.
CALCULA-TIONS	can do simple whole number calculations using 4 arithmetic rules.	✓	can do simple calculations by mental arithmetic, and convert fractions to decimals and percentages for everyday purposes, eg money.	✓	Can use simple formulae substitutions, and ratio. Accurate with everyday calculations.		Quick and accurate at complex calculations, and problems in a variety of contexts.
MEASURE-MENT	can read graduated linear scales and dials with some supervision.	✓	Can use simple instruments to measure area, angles, volume, weights, etc.	✓	Can reliably use everyday measuring instruments, convert from one scale to another, and apply simple formulae.		Can use precision instruments, eg micrometers, venier gauges, balances.
GRAPHS AND TABLES	can read simple tables, including timetables with 24 hr. clock.	✓	can read straight line graphs and bar charts and use simple conversion tables.	✓	can read and construct a variety of graphs from tables of figures.		can interpret complex graphs and select type most suitable for purpose.
VISUAL UNDERSTAND-ING AND EXPRESSION	can interpret simple visual displays such as roadsigns or outline maps.	✓	can produce simple 2-D sketch maps or diagrams, and interpret symbols on them.	✓	can give a clear explanation by sketches and diagrams, can interpret scales.		can communicate complex visual concepts adeptly and appropriately. Some ability to design.
DEXTERITY AND CO-ORDINATION	can use simple tools. Sometimes clumsy, not unsafe.	✓	can reliably perform basic manipulative tasks.	✓	can use everyday hand and power equipment safely and efficiently.	✓	can use a variety of tools with stamina and skill, producing good quality results.
PROBLEM SOLVING	can reliably follow routine procedures only with guidance.	✓	can tackle simple problems such as fault-finding by following standard procedures.	✓	can plan events (such as a meeting) select alternative solutions to given problems.		can independently derive, implement and evaluate solutions to a variety of types of problems.
EVERYDAY COPING SKILLS	can achieve basic tasks, such as making tea, under supervision.	✓	can undertake simple everyday tasks such as using taps and can operate some domestic equipment, such as a washing machine.	✓	can undertake a range of tasks, use and maintain everyday machinery.		self-reliant, could fend for him/herself, even in unfamiliar surroundings.
LEARNING SKILLS	can learn in a limited range of contexts, with help.	✓	familiar with basic techniques, needs help with planning.	✓	can use most standard techniques, and select appropriate ones.		can learn effectively by a variety of means and can plan own learning strategies.

General Interpretations of Grades The criteria described above indicate that:

Grade 1 means that the student shows both a good level of skill and the ability to deploy it appropriately.
Grade 4 signifies a very basic level of skill, and that the student probably needs frequent supervision during its use.

VOCATIONAL STUDY

PARTICULAR VOCATIONAL AREA Basic Clerical Work.

APPLICATION OF SKILLS IN VOCATIONAL AREA: EXAMPLES AND COMMENT	SIGNATURE
READING Used catalogues, directories, simple filing systems. Needs help with detailed documents, e.g. legal statements.	BH
WRITING Spelling usually reliable. Grammar less so. Can complete forms and take messages accurately. Copying work very careful.	BH
LISTENING/TALKING Excellent reports from work experience placement on ability to follow instructions and relate to other staff. Good telephone manner.	BH
CALCULATIONS Slow at mental arithmetic, but can use calculator. Has completed stock returns, and kept petty cash records.	T.D.
MEASUREMENT Has used postal scales, and can complete length measurements accurately	T.D.
GRAPHS/TABLES Can produce simple graphs of sales figures.	T.D.
VISUAL UNDERSTANDING Mapped out office layout for class purposes. Can give directions, using sketch maps.	J.O
DEXTERITY Very good. Quick and accurate typist (to 35 NPM) Careful with collating, stapling, etc.	B.H.
PROBLEM SOLVING Uses common sense, but will rely on others for bright ideas.	BH.

DESCRIPTION OF GENERAL CURRICULUM PROVISION IN THIS AREA

Introduction to a range of activities, then specialised in clerical work, including typing, with one day's work experience each week.

If work experience is provided as part of the course, a report should be attached at the back of this profile. (3) 89

CORE (b)

CORE CONTENT-LEARNING EXPERIENCES

☑ Indicates that learning experience in question has been completed.

In the last two sections, performance is indicated by position on a spectrum.

CAREER PLANNING	– has investigated and compared own characteristics with those required by various jobs	☑
	– has experienced at least 3 different kinds of job-task, and has evaluated demands made by them	☑
	– has appreciated factors influencing job-satisfaction, job-choice and pay	☑
WORLD OF WORK	– has investigated a specific firm with respect to role of new recruits, older workers and organisation	☑
	– has described and analysed management structures and Union organisation within a particular firm	☐
	– has performed tasks to a set standard in a given time, working co-operatively when appropriate	☑
UNDERSTANDING SOCIETY	– has examined what is at stake in a given issue, the vested interests and the decision-making procedures involved	☐
	– has experienced membership of a decision-making group and has observed a public decision making body in action	☑
	– has developed background knowledge necessary for general understanding of national and local government	☑
	– has identified personal legal rights, with use of reference books where appropriate, and knows how to act on them	☑
ECONOMIC UNDERSTANDING	– has knowledge and skills necessary for effective personal money management	☑
	– has investigated the basic economic factors involved in running a business	☑
	– can describe a selection of firms in basic economic terms	☐
ENVIRONMENTAL UNDERSTANDING	– has identified and assessed the nature of specific environmental problems	☑
	– has investigated the use of energy, material and production methods of specific firms	☐
	– has discussed the implications of specific technological developments on jobs and the environment	☑
PERSONAL RELATIONSHIPS	– is aware of social conventions, is sensitive to other's perceptions, and can respond flexibly and appropriately	high ↕ low
	– has difficulty in interpreting interpersonal behaviour and in modifying own responses when necessary	
VALUES AND ETHICS	– can appreciate the moral consequences of actions, cope sensibly with moral dilemmas and formulate own code of behaviour	high ↕ low
	– has difficulty in identifying moral dimension of issues and in deciding on a clear and consistent personal position	

JOB SPECIFIC STUDY

The following are examples of tasks which the student has successfully undertaken in connection with.....

Office Junior, or Clerical Assistant (title of job)

1. Typed a range of letters and memos, without error.
2. Accurately received and transmitted telephone messages.
3. Tidied and up-dated filing system*
4. Copied, collated and stapled in good time, reports.

* on work experience.

FURTHER COMMENT (CORE CONTENT)

Career Planning

3 job tasks : typing
: reception
: filing clerk.

World of Work

Work experience in hospital office and showroom of gas company

Understanding Society

Planning team for residential week.
Attended 3 council meetings

Economic Understanding

Treasurer for residential week.
Interviewed chief accountant for gas board.

Environmental Understanding

Survey on college litter problems
Visit to see word-processor, and interviewed operator.

Additional Comment on Personal Characteristics
eg adaptability, enterprise, reliability, particular strengths

Particularly good work experience report. Much more conscientious and mature there than in college. Working hard to make up for past failures. She is determined to succeed.

GENERAL INFORMATION

eg other qualifications gained on course; additional experiences

R.S.A. Stage 1 typing.

Residential week in Kent, partly self-catering.

St. John's First Aid Certificate.

(5.) 91

Notes on the use of the Profile Report Form.

1. The Profile Report is designed to be as self-explanatory as possible to the reader (ie. a potential employer), but some background explanations may be useful to tutors responsible for using it.

2. On the basis of experience, the following observations are made:-
   i. it is not so daunting in use as it is at first sight;
   ii. the profile is not a means of assessment in itself, but a means of collating records of work done, and attainment tested as part of the course;
   iii. it is suggested that this collation should be done periodically throughout the course, both at tutor team meetings, and in tutorials with the student. This will mean that a fairly up-to-date record will be available for the student to use at any time;
   iv. colleges will initially need to develop their own mechanisms for organising the completion of the profile, although its incorporation into a national system would require more uniform methods.

3. **Front cover.** Apart from the basic information, this is designed to give the same sort of brief overview of the student's attainment that a certificate would. The summary grid would be completed as a histogram at the end of the course, to reflect the attainments recorded on the matrix on page 1.

Page 2. Faces page 1, and leaves room for comments to be written in on how the students' attainments in the core areas relate to their vocational area.

Page 3. Backs on to page 2, and records experiences which relate to the core content. Except in the last two areas, there is no attempt to grade these experiences.

Page 4. Faces page 3. There is space to record some of the tasks that the student has done which relate specifically to his/her chosen work area.

There is space in the sections adjoining page 3 to give more descriptive comments on the type of experiences the student has had.

The right hand column is for the recording of other experiences and attainments, such as additional qualifications gained, residential periods, etc. Reference should be made here to any work experience, and a work experience employers report can be attached to the back of page 4.

Institute of Personnel Management

IPM House Camp Road
Wimbledon, London SW19 4UW
Telephone: 01-946-9100

August 1981

Dear Member

SURVEY OF IPM MEMBERS' ATTITUDES TO STUDENT/TRAINEE PROFILES

Employing organizations have as yet had little opportunity to influence the content and design of student/trainee profiles despite the growing interest in some form of recording of the range of young people's aptitudes and abilities as a complement to examination certificates. The IPM's Education/Employment Joint Working Party considers that it is most important that IPM members - often the direct employers of young people - should be given this opportunity. For this reason, the E/E JWP has selected four IPM Branches and a control group (together representing approximately 10% of IPM membership) to receive the enclosed draft profile and questionnaire.

Student/Trainee Profiles

Student/Trainee profiles are currently being developed to detail a whole range of a young person's achievements, experiences and aptitudes, which a list of examination results can only briefly summarize. The information contained in a profile may cross traditional curriculum subjects and introduce others such as 'problem solving' or 'learning skills': it may be used as a record, a selection aid and a transit document (from school/college to work or further education). The present examination system is somewhat exclusive and the way in which results are presented restricts the amount of information available to potential employers, regarding the background of young applicants. Profiles of individual students would complement and not replace examinations; however, examination results need not be the only recognized measure of achievement. The aim of the 17+ profile is to indicate that whether or not they have succeeded in formal examination, most young applicants have a range of skills and experiences that can be utilized by employers; as has been amply demonstrated by employers' experience of the Youth Opportunities Scheme.

A draft profile designed by the Further Education Curriculum Development and ... Review Unit (FEU) is attached. This particular profile would be completed for a young person who has completed a vocational preparation or other pre-employment course in either a school or college, but can be regarded as typical of the type of profile which in the future may be presented by a 17 year old to a potential employer.

The FEU Profile

The FEU profile describes performance in basic academic and other personal skills; it describes a variety of experiences that the young person has gone through, aiding the transition from school/college to work; it describes the broad area of vocational activity in which the young person has expressed interest and has pursued some learning.

The FEU profile is not intended to be job-related - neither does it seek to match specific job profiles - indeed the function of vocational preparation courses is to provide a relatively broad base enabling the young person to apply for a variety of jobs.

The profile allows the recording of more formal examination grades where appropriate and can be modified to allow further information to be recorded (for example, training test scores, etc). It may or may not be accompanied by examination certificates (many young people possess few, if any, formal examination certificates).

The profile is concerned with showing a particular individual's relative strengths and weaknesses over a wide range of skills. It is not predominantly concerned with ranking/comparing one young person against another, neither with aggregating all the data into a single, overall grade or percentage.

The FEU hopes that the draft profile will relate closely to possible profiles to be used with YOP* and UVP** and traineeship schemes - thus forming the basis of a unified document, recording progress and achievement as a young person moves, as necessary, between various modes of unemployment, college and employment-based vocational preparation schemes.

The IPM Survey

The FEU is anxious to receive the views of the personnel profession in perfecting its profile. Individual organizational information will, however, remain confidential to the IPM. We hope that you will assist us by completing and returning the questionnaire and in this way contribute to the development of this most important resource document.

Completed questionnaires should be returned as soon possible to

Mrs S Wood
Manager - Training & Development
Institute of Personnel Management
IPM House
Camp Road
Wimbledon SW19 4UW

and no later please than 9 October 1981. Results of the survey will be summarized in the IPM Digest and full copies can be obtained from me at the above address.

Yours sincerely

Sue Wood

Susan Wood (Mrs)
Manager - Training & Development

* YOP - the Manpower Services Commission's Youth Opportunities Programme for unemployed young people.

** UVP - the Unified Vocational Preparation programme promoted by the Manpower Services Commission and the Education Departments for employed young people who would normally receive little or no further education or training.

Appendix D

GRADES OF IPM MEMBERSHIP

12. The IPM has corporate and non-corporate members.

(i) Grades of Corporate Membership of the Institute of Personnel Management

Member (MIPM) – Top be admitted as a Member of the Institute, a personnel manager will normally have passed the Institute's qualifying examinations in full, and will have competently performed executive and/or advisory duties in personnel management for at least five years. A member is unlikely to be less than twenty-five years of age. Certain members may have attained membership through the provisions of former or current arrangements for mature entry which are related to experience in personnel management and demonstratable professional competence in accordance with appropriate standards set by the Institute.

Fellow (FIPM) – This is the senior grade of corporate membership. To be accepted as a fellow, a member of the Institute will have competently performed executive and/or advisory duties in personnel management for at least the preceding ten years, and be currently operating at a policy-making level. Accordingly, a fellow will normally be a senior personnel manager or personnel director, of not less than thirty years of age.

An individual who has made an outstanding contribution to the development of personnel management may, in exceptional and extremely rare circumstances, be made a Companion of the Institute. This is the highest honour of the Institute; it is not in itself a grade of membership but in most instances a Companion will already have been in the substantive grade of member or fellow.

(ii) Grades of Non-Corporate Membership of the Institute of Personnel Management

*Graduate (Grad. IPM)** – A graduate will have successfully completed stages 1 and 2 of the Inatitute's examinations and is either engaged in personnel management or desirous of becoming so. A graduate however is not in possession of the full Institute qualification (see Associate).

Associate (AIPM) – An associate will have successfully completed stages 1, 2 and 3 of the Institute's qualification. Having the full qualification, an associate may apply for upgrading to member (MIPM) as in Section 1 when five years' experience at the prescribed level in personnel management has been attained.

(iii) Other Levels of Association

*Student** – A student in the Institute will be not less than twenty years old and is undergoing a course of study prescribed by the Institute, leading to graduateship. Some students are in full-time education but many are pursuing part-time studies combined with employment in personnel work.

Affiliate – The Institute's Articles of Association define an affiliate as: "A person who is holding a post in personnel management or a specialist function of personnel management, or is engaged in executive, or advisory, or teaching, or research duties in a profession or occupation in which a knowledge of the principles of personnel management is desirable."

*For the purpose of this survey only, graduate and student members have been grouped together.

Appendix E

THE FIVE-FOLD GRADING

	E Grade (10% Very much Below Average)	D Grade (20% Below Average	C Grade (40% Average)	B Grade (20% Above Average)	A Grade (10% Very much above Average)
First Impressions and Physical Make-up.	Unkempt and badly dressed. Rough in speech and manner.	Rather scrufty and untidy about details. Slovenly speech and awkward manner.	Reasonably neat and tidy, but undistinguished. Correct speech. Quite at ease on own ground.	Well turned out and carefully dressed. Well spoken with attractive friendly manner.	Perfectly turned out, distinguished appearance; very pleasant voice with charm of manner.
Qualifications and Expectations.	Interrupted schooling. No vocational training. Labouring job.	Left school at normal age, but did badly. Some training for a few months. Semi-skilled job.	Left School at normal age, having done well. Apprenticeship. Skilled jobs.	Grammar School to 16-18. Indentured Apprenticeship with Part-time classes. Supervisory job.	University. Professional level of training. Managerial job.
Brains and Abilities	Only able to tackle the very simplest kind of work.	Able to cope with routine work under supervision.	Able to learn work which involves skill and day-to-day planning.	Able to plan the work of others within a framework of policy.	Able to assimilate and interpret detailed information and plan long term developments.
Motivation	Disintegrated personality. Unable to set any goals at all.	Goals either below or unrealistically above capacity. Inconsistent and unpredictable unless carefully supervised	Sets himself fair goals, and follows them up quite consistently. Could do better.	Goals high in relation to abilities and opportunities. Generally succeeds in what he sets out to do.	Aiming as high as possible, and never deviating from plan. Always achieves goals.
Adjustment	Mental illness. Unable to cope with ordinary life.	Awkward and difficult. Has to have special consideration and careful handling.	Fits in quite well with others, and can take fair responsibility but with little powers of leadership.	Usually found in significant role. Can take responsibility for others. Doesn't lose his head.	Always found in leadership positions. Takes great responsibility without strain.

Extract from 'Handbook of Employment Interviewing', but John Munro Fraser

RD/MF
15.7.81

F/8129

8 Appendix

SOME PROFILE DOCUMENTS IN CURRENT USE, IN ADDITION TO THOSE REFERRED TO IN THE TEXT

Appendix

A. A completed profile for the City and Guilds of London Institute Instruction/Supervisor award. (Fig. 1, Section 3)

B. Profile record forms for use with YOP schemes, and piloted by the City and Guilds. (Fig. 2, Section 3)

C. 'Records of experience' forms for use with the profile pilot for YOP schemes. (Fig. 2a, Section 3)

D. The Royal Society of Arts profile certificate, as used with its Vocational Preparation (clerical) course, and the record sheet used to send assessments to the Examinations Board. (Fig.3 Section 4)

E. The profile documents used with the City and Guilds 365 General Vocational Preparation course. (Fig. 4, Section 4)

F. Continuous Assessment Record sheet. Used for the RSA Vocational Preparation Course. (Fig. 5, Section 4)

G. The School Leavers Attainment Profile of Numeracy Skills (SLAPONS). Administered by the Royal Society of Arts. (Fig. 6, Section 4)

H. Some additional examples.

i. Profile Forms for use with TEC Courses.

The Technician Education Council is piloting in conjunction with MSC some short and part-time courses consisting of a limited number of TEC standard units. Profile documents have been developed for use with these courses, and some examples follow.

ii. A college devised profile.

One college decided that negotiation of assessments with students might present insuperable problems if a consensus was to be achieved, mainly because of the relative authority positions of the teacher and learner. It therefore included a page in its profile where differences could be clearly shown.

iii. A college adapted profile, for use with students of low academic attainment.

Those working with the mentally handicapped may be familiar with the PAC system of recording progress. (Personal Achievement Chart: available from Sefa Publications, or via MENCAP.) One college adapted this format to produce a 'dartboard' record, to be coloured in by students, accompanied by a checklist type record for staff use. There are separate charts for literacy, social skills, and numeracy and it is the latter which is included here.

I. City and Guilds of London Institute 'Notes for Guidance on the Use of the Student Profile Report Form'.
(Note: The original draft profile used by FEU in the pilot studies for 'A Basis for Choice' appears as Appendix D to Section 7 of this publication.)

Appendix Hi. Profile Forms for use with TEC Courses.

TECHNICIAN EDUCATION COUNCIL

Profile Statement for a Course in Technician Studies

Student:

Basic Skills

College:

Date:

The following summarises some of the basic skills of the above student at an early stage in the course. The document is intended to provide a basis for consideration of the course most appropriate to the student. The profile is in the form of two opposite statements with the position of the student between those extremes being indicated in a five-point scale.

	1	2	3	4	5	
1. Communicates easily with others (a) Reads fluently with understanding. (b) Can express ideas clearly in writing.						1. Has difficulty in communicating clearly with others. (a) Reads with difficulty and finds difficulty in understanding what is read. (b) Finds difficulty in expressing ideas clearly in writing.
2. Uses mathematics without difficulty. (a) Carries out basic arithmetical operations with ease. (b) Has no problems with fractions and decimals.						2. Prefers to avoid situations involving mathematics. (a) Has great difficulty with basic arithmetic. (b) Has difficulty with mathematics involving fractions and decimals.
3. Develops manipulative skills quickly. (a) Able to use basic workshop tools/laboratory equipment. (b) Produces clear drawings/ sketches.						3. Takes a lot of practice to develop manipulative skills. (a) Has difficulty in using workshop tools/laboratory equipment. (b) Has difficulty in producing clear drawings/sketches.
4. Methodical						4. Haphazard in approach to problems.
5. Self-reliant						5. Needs constant supervision.

The student has carried out assignments and visits relating to the following industrial sectors:
Engineering; Construction; Science; Hotel Catering and Institutional Management;. . . . . .

. . . . . .

(Delete inapplicable sectors; include additional sectors as appropriate.)

General Comments:

Signed: Status 102

TECHNICIAN EDUCATION COUNCIL

Profile Statement for a Course in Technician Studies

Unit: Workshop Processes and Materials I (U80/681) Value: 1.0

Student:

College:

Date:

Unit General Objectives for the student are that he/she:	Performance* NA	3	2	1
A. Safety hazards				
1. Identifies the hazards in a workshop environment.				
2. Knows the appropriate procedure in the event of workshop accidents.				
3. Knows the importance of safe electrical working in protecting life and property.				
4. Knows procedures when persons are in electrical danger.				
B. Hand and Machine Processes				
5. Selects hand tools for given tasks.				
6. Performs marking out exercises on plane surfaces such as marking out profiles.				
7. Uses simple measuring equipment.				
8. Carries out basic sheet metal operations.				
9. Produces holes in metals and plastics.				
10. Uses a centre lathe.				
11. Describes the selection and maintenance of cutting tools and the need for cutting fluids.				
12. Describes the uses of shaping machines, milling machines and grinding machines.				
C. Fastening and Joining				
13. Recognises various joining methods and their applications.				
14. Describes the methods used in making electrical connections and makes soldered connections.				
15. Describes the principles involved in silver soldering, welding and brazing.				
D. Working in Plastics				
16. Appreciates the techniques available within a conventional workshop for producing shapes in plastic materials.				
E. Materials				
17. Knows the general properties and uses of common engineering materials.				
18. Knows the reason for and methods of protecting materials from atmospheric attack.				

*An entry of X in NA means not yet assessed, 3 means the student has been assessed but needs more practice, 2 the student has shown basic competence and 1 the student has shown a high degree of competence.

General Comments:

Signed: Status: :

STUDENT PROFILE RECORD

A _____ has been completed

_____

Date of Birth _____ during _____

at _____ and this profile

is a record of the nature of the course and his/her performance on it assessed by staff and student.

The following _____ were obtained and attempted

Ref. No.	*Unit Title*	*Grade*

_____

This Profile can only summarise the major characteristics of the course and student. For further information regarding the course aims, sructure content and assessment please contact the Course Tutor.

LEARNING EXPE[illegible]ES

Indicates that learning experience in question has been comple[illegible]

Vocational Studies	– Has completed T.E.C. Modules Level 1	_____
	B.E.C. General Certificate	_____
	C.P.E. Caring Studies	_____
	Has completed a period of Work Experience	_____
	Has compared own aptitudes and interests with requirements of various jobs	_____
	Has investigated factors influencing job-satisfaction, job-choice and pay	_____
	Has studied management structures and Union organisation within a particular firm	_____
	Has observed a skilled practitioner at work and appraised the judgements involved	_____
Understanding Society	– Has examined what is at stake in a given issue, the vested interests involved	_____
	Has observed a decision making body in action	_____
	Has studied decision making procedures	_____
	Has studied national and local government	_____
	Has identified personal legal rights and obligations	_____
Economic Understanding	– Has studied the skills necessary for effective personal money management	_____
	Has investigated the raising and spending of public finance	_____
	Has studied the roles of financial institutions	_____
	Has studied the roles of manufacturing industry	_____
	Has studied the roles of distribution and service industry	_____
Environmental Understanding	– Has identified and assessed the nature of specific environmental problems	_____
	Has investigated the use of energy, material and production methods of specific firms	_____
	Has discussed the implications of specific technological developments on jobs and the environment	_____
OTHERS		

Appendix iii. A college devised profile.

Summary of Attitudes and Relationships Demonstrated During Course	Assessment of Student by Staff			Student's Self Assessment		
	Rarely	Sometimes	Usually	Rarely	Sometimes	Usually
Appreciates a need for a flexible outlook and adopts it						
Justifiably self confident						
Sensitive to needs of others						
Shows initiative when appropriate						
Co-operates with peers						
Co-operates with staff						
Shows qualities of leadership						
Accepts conventions of dress and behaviour						
Sustains concentraion and effort						
Willing to participate in discussions						
Willingly tackles work set Vocational Studies Core Studies						
Willingly undertakes extra work related to Vocational Studies Core Studies						
Presents work attractively in a variety of ways						
Maintains a balance between academic work and other interests						
OTHERS						

Summary of Basic Skills Demonstrated During Course	Assessment of Student by Staff			Student's Self Assessment		
	Rarely	Sometimes	Usually	Rarely	Sometimes	Usually
Clear powers of Oral Expression						
Clear powers of Written Expression						
Used information retrieved from systems						
Accurate with Mathematical Calculations						
Can read and understand data presented in various forms						
Can receive and follow instructions given orally						
OTHERS						

Attendance Punctuality Health
Good/Poor Normal/Not Normal

Tutor's Comment

Signature _____
Course Tutor

Institution _____

Telephone _____

Student's Comment

Signature _____

Moderator _____

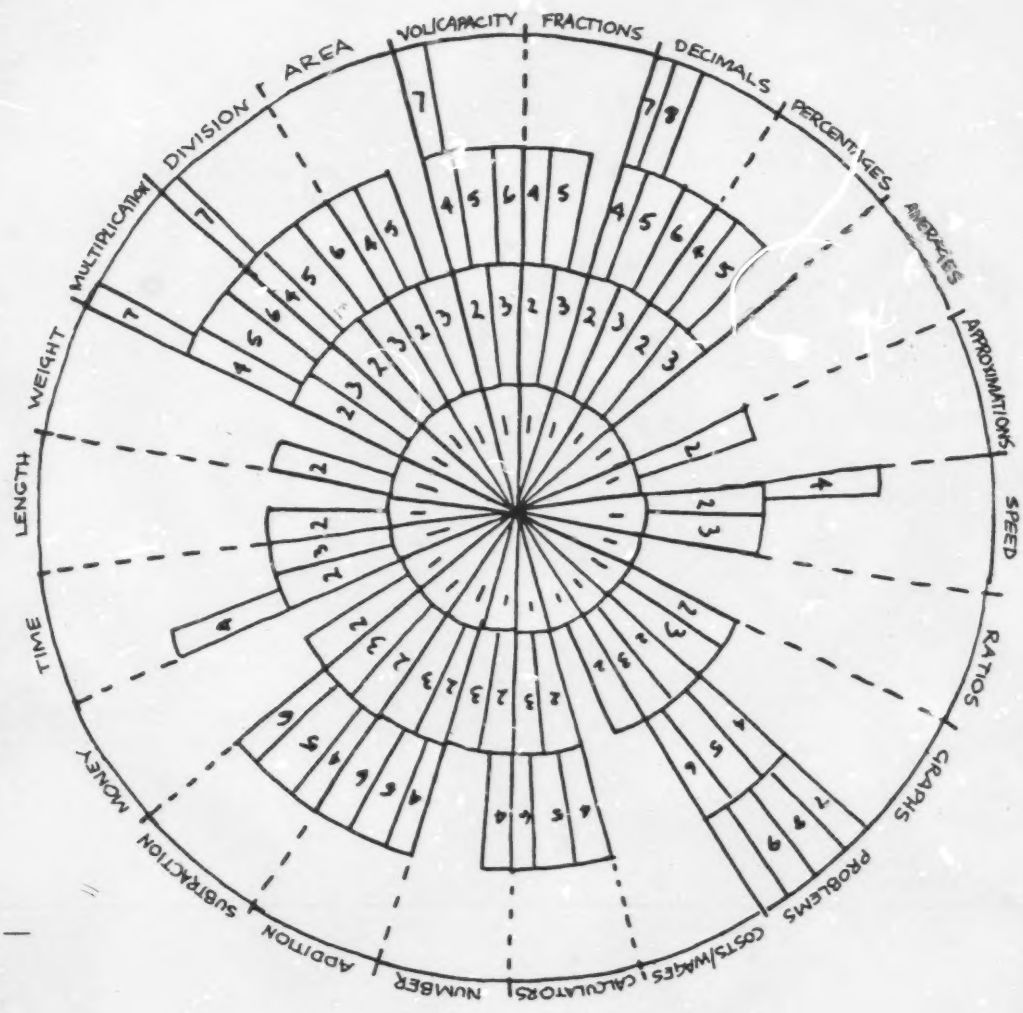
Appendix Hiii A College Adapted Profile.

NUMERACY PROGRESS CHART

STUDENT'S NAME :

TUTOR :

COURSE :



NUMERACY

STUDENT..... DATE.....

COURSE..... TUTOR.....

NUMBER

1	COUNTS
2	RECOGNISES/REPRODUCES WRITTEN SYMBOLS
3	CONVERTS WORDS TO FIGURES & VICE VERSA
4	CAN ATTRIBUTE PLACE VALUE

ADDITION

1	ADDS NUMBERS (1,2,3, DIGIT)
2	ADDS FEET & INCHES UP TO 1 YARD
3	ADDS MM UP TO 1 METRE
4	ADDS MONEY UP TO £1
5	ADDS WEIGHT UP TO 1 TON
6	ADDS WEIGHT UP TO 10 KG

SUBTRACTION

1	SUBTRACTS NUMBERS (1,2,3, DIGIT)
2	SUBTRACTS FEET & INCHES UP TO 1 YARD
3	SUBTRACTS MM UP TO 1 METRE
4	SUBTRACTS MONEY UP TO £1
5	SUBTRACTS WEIGHT UP TO 1 TON
6	SUBTRACTS WEIGHT UP TO 10KG

MULTIPLICATION

1		CAN MULTIPLY 1 & 2 DIGIT NUMBERS (TABLES)
2		CAN MULTIPLY 2,3 OR MORE DIGIT NUMBERS
3		CAN MULTIPLY UNITS OF LENGTH (INCHES TO 1 MILE)
4		CAN MULTIPLY UNITS OF LENGTH (MM TO 1 KM)
5		CAN MULTIPLY UNITS OF WEIGHT (UP TO 1 TON)
6		CAN MULTIPLY UNITS OF WEIGHT (UP TP 10 KG
7		CAN MULTIPLY MONEY

DIVISION

1		CAN DIVIDE 1 & 2 DIGIT NUMBERS
2		CAN DIVIDE 2,3 OR MORE DIGIT NUMBERS
3		CAN DIVIDE UNITS OF LENGTH (INCHES TO 1 MILE)
4		CAN DIVIDE UNITS OF LENGTH (MM TO 1 KM)
5		CAN DIVIDE UNITS OF WEIGHT (UP TO 1 TON)
6		CAN DIVIDE UNITS OF WEIGHT (UP TO 10 KG)
7		CAN DIVIDE MONEY

AREA

1		CAN LIST UNITS OF AREA & THEIR RELATIONSHIPS (MM^2 TO KM^2)
2		CAN LIST UNITS OF AREA & THEIR RELATIONSHIPS (IN^2 TO $MILE^2$)
3		CALCULATES USING FORMULA LXB
4		CALCULATES USING FORMULA $\frac{1}{2}$LXB
5		CALCULATES USING FORMULA πR^2

MONEY.

1	
2	

IDENTIFIES COINS/NOTES

CAN LIST VALUES & RELATIONSHIPS

TIME

1	
2	
3	
4	

CAN LIST UNITS OF TIME & THEIR RELATIONSHIPS

CAN READ CLOCK

CAN READ 24 HOUR CLOCK

CAN CONVERT 12 HOUR CLOCK TO 24 HOUR & VICE VERSA

LENGTH

1	
2	

CAN LIST IMPERIAL UNITS OF LENGTH & THEIR RELATIONSHIPS

CAN LIST METRIC UNITS OF LENGTH & THEIR RELATIONSHIPS

WEIGHT

1	
2	

CAN LIST IMPERIAL UNITS OF WEIGHT & THEIR RELATIONSHIPS

CAN LIST METRIC UNITS OF WEIGHT & THEIR RELATIONSHIPS

VOLUME & CAPACITY

1		CAN DISTINGUISH BETWEEN 2 CONCEPTS
2		CALCULATES VOLUME OF A CUBOID USING FORMULA
3		CALCULATES VOLUME OF A PYRAMID USING FORMULA
4		CALCULATES VOLUME OF A TETRAHEDRON USING FORMULA
5		CALCULATES VOLUME OF A CONE USING FORMULA
6		CALCULATES VOLUME OF A CYLINDER USING FORMULA
7		CALCULATES VOLUME OF A SPHERE USING FORMULA

FRACTIONS

1		IDENTIFIES SIMPLE CONCEPTS (e.g. $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{5}$)
2		CAN ADD FRACTIONS
3		CAN SUBTRACT FRACTIONS
4		CAN MULTIPLY
5		CAN DIVIDE FRACTIONS

DECIMALS

1		IDENTIFIES SIMPLE CONCEPTS (0.1, 0.01, 0.5 etc)
2		IDENTIFIES RELATIONSHIPS (0.1 = 10x0.01 etc)
3		CAN ADD DECIMALS
4		CAN SUBTRACT DECIMALS
5		CAN MULTIPLY DECIMALS
6		CAN DIVIDE DECIMALS
7		RELATES DECIMALS TO FRACTIONS (e.g. 0.5 = $\frac{1}{2}$ etc)
8		RELATES DECIMALS TO MONEY (e.g. £0.5 = 50p)

PERCENTAGES

1		IDENTIFIES SIMPLE CONCEPTS (50%, 10% etc)
2		CAN PERFORM CALCULATIONS OF PERCENTAGES
3		RELATES PERCENTAGES TO MONEY (50% of £1 = 50p etc)
4		RELATES PERCENTAGES TO DECIMALS (e.g. 50% = 0.5 etc)
5		RELATES PERCENTAGES TO FRACTIONS (e.g. 50% = $\frac{1}{2}$ etc)

AVERAGES

1		CALCULATES AVERAGES, GIVEN SETS OF NUMBERS

APPROXIMATIONS

1		CAN ESTIMATE ACCURATELY .
2		CAN USE 'ROUNDING OFF' TECHNIQUES TO CHECK RESULTS

SPEED

1		CALCULATES SPEEDS, GIVEN DISTANCE & TIME
2		CALCULATES DISTANCE, GIVEN SPEED & TIME
3		CALCULATES TIME, GIVEN SPEED & DISTANCE
4		CALCULATES AVERAGE SPEED FOR MULTIPLE JOURNEYS

RATIOS

1		CALCULATES DIVISION OF NUMBERS IN ACCORDANCE WITH RATIO

GRAPHS

1		INTERPRETS SIMPLE BLOCK GRAPHS
2		INTERPRETS MORE COMPLICATED GRAPHS
3		CAN PRODUCE GRAPHS

PROBLEMS

CAN WORK FROM WRITTEN FACTS TO ANSWER PROBLEMS CONCERNING:

1		MONEY
2		TIME
3		LENGTH
4		WEIGHT
5		AREA
6		VOLUME & CAPACITY
7		AVERAGES
8		SPEED & JOURNEY TIME
9		RATIOS

COST & WAGES

1		CALCULATES UNIT COSTS OF GOODS OFFERED FOR PURCHASES
2		CALCULATES WAGES IN RELATION TO RATES OF PAY, ALLOWING FOR DEDUCTIONS.

Appendix I

CITY AND GUILDS OF LONDON INSTITUTE

SCHEME 365 - VOCATIONAL PREPARATION (GENERAL)

NOTES FOR GUIDANCE ON THE USE OF THE STUDENT PROFILE REPORT FORM

PREAMBLE

1. It was an important recommendation of the FEU Report 'A Basis for Choice' that a form of profile reporting would be necessary in order to provide the validity, reliability, flexibility, comparability, competence grading, experience recording and the formative assessment required by courses designed to meet the ABC Objectives. Parallel with this innovation, there are developments taking place to introduce a system of profile recording for schemes for the Youth Opportunities Programme and Unified Vocational Preparation. A number of publications which include reference to profile assessment have been produced by the FEU and are available on request*.

INTRODUCTION TO THE PROFILE REPORT FORM FOR THE SCHEME

2. The Profile Report Form which has been designed for the scheme Vocational Preparation (General) is intended to provide a record of the student's experience and attainment throughout the course and this should be built up during and completed at the end of the course of study. It provides a basis for essential discussion between the Course Tutor and the student which will help to identify relative strengths and weaknesses as well as monitoring progress.

3. The completed profile will provide an overall picture of the student at the end of course which should give a record to employers, parents and careers advisors and should also provide the basis on which to determine possible future employment or further education/training programmes.

---

* (i) "A Basis for Choice", report of a study group on post 16 pre-employment courses (June 1979)

(ii) "Vocational Preparation" (January 1981)

(iii) "ABC in Action" report from an FEU/CGLI Working Party on the piloting of "A Basis for Choice" (September 1981)

(iv) A report on profiling is to be published in 1982

Copies of these reports are available from:-

Publications Despatch Centre,
Department of Education and Science,
Honeypot Lane,
Stanmore,
Middlesex, HA7 1AZ

Tel: 01-952 - 2366 (ext. 503)

COMPOSITION OF THE PROFILE REPORT FORM

4. The Profile Report Form for the Vocational Preparation (General) course is designed to cover the essential elements of the course framework and has four main components:-

(a) Attainments in Basic Abilities

Sheet 1 provides four categories of basic abilities covering a range of skills which can be developed throughout the entire course. They are:-

Social Abilities (1, 2, 3)

Communication (4, 5, 6)

Practical and Numerical Abilities (7, 8, 9, 10)

Decision making Abilities (11, 12, 13, 14)

within these there are fourteen sub-categories of skills.

For each of these sub-categories four levels of attainment are defined. As each ability is demonstrated, the bar should be shaded in to the level achieved and dated, thus -

	4 (Basic Level)	3	2	1 (High Level)
WORKING WITH COLLEAGUES 1	Can cooperate with others when led 10/6/81	Can work with other members of group to achieve common aims 14/12/81	Understands own position and results of own actions within a group	Is an active, decisive member of group. Helps and encourages others

(b) Examples of Basic Abilities demonstrated in the Vocationally Orientated Studies

The vocational options should be reported on Sheet 2 (a separate sheet for each of the three-five options carried out during the course). Members of the course teaching team and the students themselves should select tasks accomplished during the course which give evidence of each of the abilities listed, for example:-

PRACTICAL & NUMERICAL ABILITIES

7. Using equipment DRILLED A BRICK WALL AND FIXED A WOODEN FRAME TO IT.

8. Dexterity and coordination CUT COMPETENT MORTISE AND TENON JOINTS USING A PATTERN.

9. Measuring WHEN HE USED A TAPE HE CUT THE WORK TOO BIG AND THEN CORRECTED BY TRIAL AND ERROR.

10. Calculating WAS ABLE TO DIVIDE THE SCREEN INTO 3 EQUAL PARTS.

(c) Economic, Social and Environmental Studies

On Sheet 3 there is a list of typical learning experiences which reflects the activities carried out in this element of the course. When the Student and the Tutor agree that an experience has taken place, the relevant box should be ticked and dated. Additional relevant experiences can be reported at the bottom of this sheet.

(d) Sheet Four - Additional Reports

This final page is intended to complete the picture of the student's achievement and experience throughout the course

- Extension Studies - brief details of particular interests and experiences
- Work Experience - a short description of any work experience placement, where this is provided (employers report could be included in the folder)
- Other Qualifications - a list of any other qualifications gained or examinations entered
- Personal Report - a space in which Course Tutors and the student may make any additional observation.

ADMINISTRATION

5. Because the profile is to be used as a formative record of experience, it is essential that time is allocated regularly within the programme for the Course Tutor and student to be able to determine its completion following discussions with all those involved on the course.

6. Each sheet should be filled in as outlined above; not all sections will be completed at every session but abilities and experiences will be noted when the student has demonstrated them. The student may wish to suggest an entry when a task has been successfully completed.

7. Institutions will want to decide for themselves what other mechanisms may help with the recording of abilities and experiences, e.g. student log books, record-of-work sheets, filing systems. It is felt that systems of this kind will be of interest to other Course Tutors developing this area of work and there may be opportunities to share experiences from time to time.

8. The sheets of the profile report form should be retained inside the folder supplied by the Institute. The carbon copies are for the retention of the college/school records. The statement on the inside cover of the folder should be signed and dated when the student leaves the scheme as shown below:-

STATEMENT

This Profile records for ROBERT HALL the range of abilities, attainments and experiences throughout the course of Vocational Preparation (General) studied at:

MONIFIETH CENTRE OF TECHNOLOGY

Signed: J Hodgwell (Course Tutor) Signed: Robert Hall (Student)

Date: 10th June 1982. Date: 10 June 1982

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Sheet 1

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365 VOCATIONAL PREPARATION (GENERAL)

ATTAINMENTS IN BASIC ABILITIES

		4 (Basic Level)	3	2	1 (High Level)
SOCIAL ABILITIES	WORKING WITH COLLEAGUES 1	Can cooperate with others when led	Can work with other members of group to achieve common aims 19/3/81.	Understands own position and results of own actions within a group 15/6/81	Is an active, decisive member of group. Helps and encourages others
	WORKING WITH THOSE IN AUTHORITY 2	Can follow verbal instructions for simple tasks and can perform them under supervision	Can follow a series of verbal instructions and carry them out independently 17/3/81.	Can carry out a series of tasks effectively, given minimum instructions 15/6/81	Inspires confidence in those in authority and communicates well with them
	SELF-AWARENESS 3	Is aware of own personality and situation 4/5/81.	Can determine own strengths, weaknesses and preferences with some guidance	Has good basic understanding of own situation, personality and motivation	Has a thorough understanding of own personality and abilities and their implications
COMMUNICATION	TALKING AND LISTENING 4	Can hold conversations with workmates, face-to-face or by 'phone. Can take messages 12/1/81	Can follow and give simple descriptions and explanations	Can communicate effectively with a range of people in a variety of situations 17/6/81.	Can present a logical and effective argument. Can analyse other's arguments
	READING AND WRITING 5	Can understand and write simple notices, labels and short notes	Can follow and give straightforward written instructions and explanations	Can use instruction manuals and can write reports describing work done 4/5/81.	Can select and criticise written data and use it to produce own written work
	VISUAL UNDERSTANDING 6	Can interpret simple signs and indicators	Can, after guidance, make use of basic graphs, charts, tables, drawings, etc. 4/5/81.	Can interpret and use basic graphs, charts, tables and drawings unaided	Can construct graphs etc, and extract information to support arguments 3/6/81.
PRACTICAL & NUMERICAL ABILITIES	USING EQUIPMENT 7	After demonstration, can use equipment safely to perform simple tasks	With guidance, can use equipment safely to perform multi-step tasks 13/5/81	Can select and use suitable equipment and materials for the job, without help	Can set up and maintain equipment. Can identify/remedy common faults
	DEXTERITY AND COORDINATION 8	Can use everyday implements; can lift, carry and set down objects as directed	Can reliably perform basic manipulative tasks 13/6/81.	Can perform complex tasks requiring accuracy and dexterity	Can perform tasks requiring a high degree of manipulative control
	MEASURING 9	Can read graduated linear scales and dials	Can measure out specified quantities of material by length, weight etc. 5/3/81	Can set up and use simple precision instruments 18/4/81	Can set up and use complex precision instruments 15/6/81.
	CALCULATING 10	Can identify size, shape, order etc. Can add and subtract whole numbers	Can use + / − / × / ÷ to solve single-step, whole number problems. Can estimate 7/3/81	Can use + / − / × / ÷ to solve two-step problems. Can add and subtract decimals	Can use + / − / × / ÷ to solve multi-step problems. Can multiply and divide decimals 15/6/81.
DECISION-MAKING ABILITIES	PLANNING 11	After demonstration, can identify the sequence of steps in a routine task 3/2/81.	Can choose from given alternatives the best way of tackling a task	Can modify/extend given plans/routines to meet changed circumstances 17/3/81.	Can create new plans/routines from scratch, using all sources of help 16/6/81
	INFORMATION SEEKING 12	Can find information with guidance from supervisor	Can use standard sources of information 2/3/81.	Can assemble information from several sources 18/4/81	Shows initiative in seeking and gathering information from a wide variety of sources 3/6/81
	COPING WITH PROBLEMS 13	With guidance, can cope with simple, everyday problems	Can cope with complex but routine problems. Seeks help if needed 3/4/81	Can cope with unusual problems by adapting familiar routines independently 27/5/81.	Can offer sensitive and effective help to other people facing problems 19/4/81.
	EVALUATING RESULTS 14	Can assess own results with guidance. Asks for advice	Can assess own output for routine tasks independently 4/5/81	Can assess own performance and identify possible improvements	Can identify other's difficulties and so help to improve group performance 19/6/81

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365 VOCATIONAL PREPARATION (GENERAL)

EXAMPLES OF BASIC ABILITIES DEMONSTRATED IN VOCATIONALLY ORIENTATED STUDIES

Vocational Option PRACTICAL MAINTENANCE.

SOCIAL ABILITIES

1. Working with colleagues: HAS WORKED SUCCESSFULLY AS PART OF A TEAM DECORATING A ROOM.
2. Working with those in authority:
3. Self-awareness: RECOGNISES THAT ALTHOUGH HE HAS SOME PRACTICAL SKILLS, HE HAS STILL MUCH TO LEARN. HAS OVERCOME HIS EARLY IMPATIENCE AT NOT BEING ABLE TO PAINT PERFECTLY AT FIRST.

COMMUNICATION

4. Talking and listening: COMMUNICATED SUCCESSFULLY WITH EVERYONE INVOLVED – RETAILERS, OFFICE AND FELLOW WORKERS.
5. Reading and writing: WROTE-UP FULL DETAILS OF THE PRACTICAL EXPERIENCE – RECOGNISED THE NEED FOR FURTHER PRACTICE IN WRITTEN SKILLS.
6. Visual understanding: MAP WORK SHOWS GOOD VISUAL UNDERSTANDING, HE ALSO DREW CHARTS OF PROGRESS OF WORK.

PRACTICAL & NUMERICAL ABILITIES

7. Using equipment: HAS SOME DIFFICULTY WITH VERY FINE WORK I.E. PAINTING WINDOW FRAMES. PAPERED ONE WALL WITHOUT.
8. Dexterity and coordination: INITIALLY HAD SOME PROBLEMS BUT SHOWED CONSISTENT IMPROVEMENT.
9. Measuring } MEASURED WALLPAPER AND CALCULATED THE AMOUNT OF PAPER, PASTE, PAINT NECESSARY. WORKED OUT THE AMOUNT OF MATERIAL NEEDED FOR CURTAINS USING 1½ WIDTHS FOR EACH SIZE.
10. Calculating }

DECISION-MAKING ABILITIES

11. Planning: PLANNED THE WORK SCHEDULE FOR THE ROOM TO A STRICT TIME SCALE.
12. Information seeking: WENT OUT PRICING VARIOUS ITEMS FOR THE GROUP. USED STREET MAP AND YELLOW PAGES TO FIND SUITABLE RETAIL FIRMS.
13. Coping with problems: ORGANISED THE STRIPPING AND CLEANING OF ALL WALLS WHEN EMULSION LIFTED THE LINING PAPER.
14. Evaluating results:

Sheet 3

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365 - VOCATIONAL PREPARATION (GENERAL)

ECONOMIC, SOCIAL AND ENVIRONMENTAL STUDIES

Below is a list of typical learning experiences which gives the activities relating to the part of the course covering Economic, Social and Environmental Studies.

☑ indicates that the student has satisfactorily completed the activity.

CAREER PLANNING	- has compared own attainments in basic abilities (Sheet 1) with those abilities required for a variety of jobs	☑
	- has experienced at least 3 different kinds of work (Sheet 2 i-v)	☐
	- has gained a knowledge of those factors which influenced job-satisfaction, job-choice and pay	☑
WORLD OF WORK	- has looked at the organisation of a specific firm and what it does for its new recruits and older workers	☑
	- has identified and described the management structure and Union organisation within a particular firm	☑
	- has carried out particular tasks (jobs) in realistic working conditions	☑
UNDERSTANDING SOCIETY	- has looked at a number of topical issues, recognised the different points of view relating to each and come to an informed personal opinion	☑
	- has been an active and decisive member of a group and has observed an official decision-making body in action	☑
	- has developed background knowledge necessary for a general understanding of national and local government	☑
	- has identified personal legal rights, and responsibilities and knows how to act on them	☑
ECONOMIC UNDERSTANDING	- has knowledge and skills necessary for effective personal money management	☑
	- has investigated the basic economic factors involved in running a business	☐
	- can describe a selection of firms in basic economic terms	☑
ENVIRONMENTAL UNDERSTANDING	- has identified and assessed the nature of specific environmental problems	☐
	- has investigated the use of energy, material and production methods of specific firms	☐
	- has discussed the implications of specific technological developments on jobs and the environment.	☑
OTHER RELEVANT EXPERIENCES		

Sheet 4

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EXTENSION STUDIES - brief details of activities carried out in that part of the course which includes Extension Studies are given below:

VOLUNTEER HELPER IN LOCAL CHARITY WORK.

VERY INVOLVED IN LOCAL CHURCH ACTIVITIES.

WORK EXPERIENCE - where work experience on an employer's premises is provided as a part of the course, a brief description should be given below and any employer's reports attached:

WORKING IN A WAREHOUSE, TAKES DELIVERIES, CHECKS STOCK, PREPARES GOODS FOR DESPATCH TIDIES STOCK AREA.

OTHER QUALIFICATIONS - details of other qualifications gained/examinations entered should be listed here:

CSE ENGLISH GRADE 4.

CSE MATHS GRADE 5.

CSE WOODWORK GRADE 4.

PERSONAL REPORT - Course Tutors and Student are invited to make any additional comments in this space:

JIM HAS SHOWN DETERMINATION AND ENTHUSIASM IN THIS COURSE. HE IS A VERY WILLING BOY WHO HAS GREATLY GAINED IN CONFIDENCE. HIS QUIET HUMOUR HAS BEEN OF GREAT BENEFIT WHEN PROBLEMS HAVE ARISEN AND HE HAS SHOWN HIMSELF TO HAVE A CALMING INFLUENCE IN STRESS SITUATIONS. HE IS VERY RELIABLE, PLEASANT AND MATURE IN ATTITUDE.

OTHER ASSOCIATED FEU PUBLICATIONS

A Basis for Choice: report of a study group on post-16 pre-employment courses. June 1979

The report by a study group chaired by FEU Director Jack Mansell, proposes a 'curriculum structure' into which and around which existing or planned courses could be fitted. The 'courses' concerned are provided in further education colleges for post-16 school leavers who wish to continue in education for a year in order to get a general vocational preparation, without initially committing themselves to a particular job. Existing courses lack co-ordination and a nationally recognised framework.

The report calls for national validation and certification for such courses. It proposes a common core and the development of a profile method of recording the assessment of students.

Vocational Preparation January 1981

Working from the premise that the process of vocational preparation should be available to ALL young people, the document urges that priority should at least be given to those young people who are not already preparing for higher education nor are engaged in well established programmes of vocational education and trianing.

In designing courses for such young people the document identifies four key curriculum themes: Negotiation, Counselling Guidance and Assessment (via a student profile), Basic Skills, Relevance and Experience.

ABC in Action: a report from on FEU/CGLI working party on the piloting of 'A Basis for Choice' 1979-81. September 1981

Describes two years of development and piloting of 'A Basis for Choice'. It describes a ten-point action plan that should be of value to those interested in promoting '7 + pre-vocational courses. Section 8 of the report describes some of the lessons that teachers have learned on student profiles.

A Common Core of Skills for Vocational Preparation January 1982

An updated and separately published appendix to 'A Basis for Choice' and 'Vocational Preparation'. It gives a series of aims and objectives which might be the core of studies on vocational preparation programmes.

Copies of these documents (which are free of charge) are obtainable, while stocks last from: Publications Despatch Centre, Department of Education and Science, Honeypot Lane, Canons Park, Stanmore, Middlesex, HA7 1AZ, Tel No 01-952 2366 ext 503.

A full list of FEU publications and projects under way can be obtained from Further Education Unit, Room 5/89, Elizabeth House, York Road, London SE1.